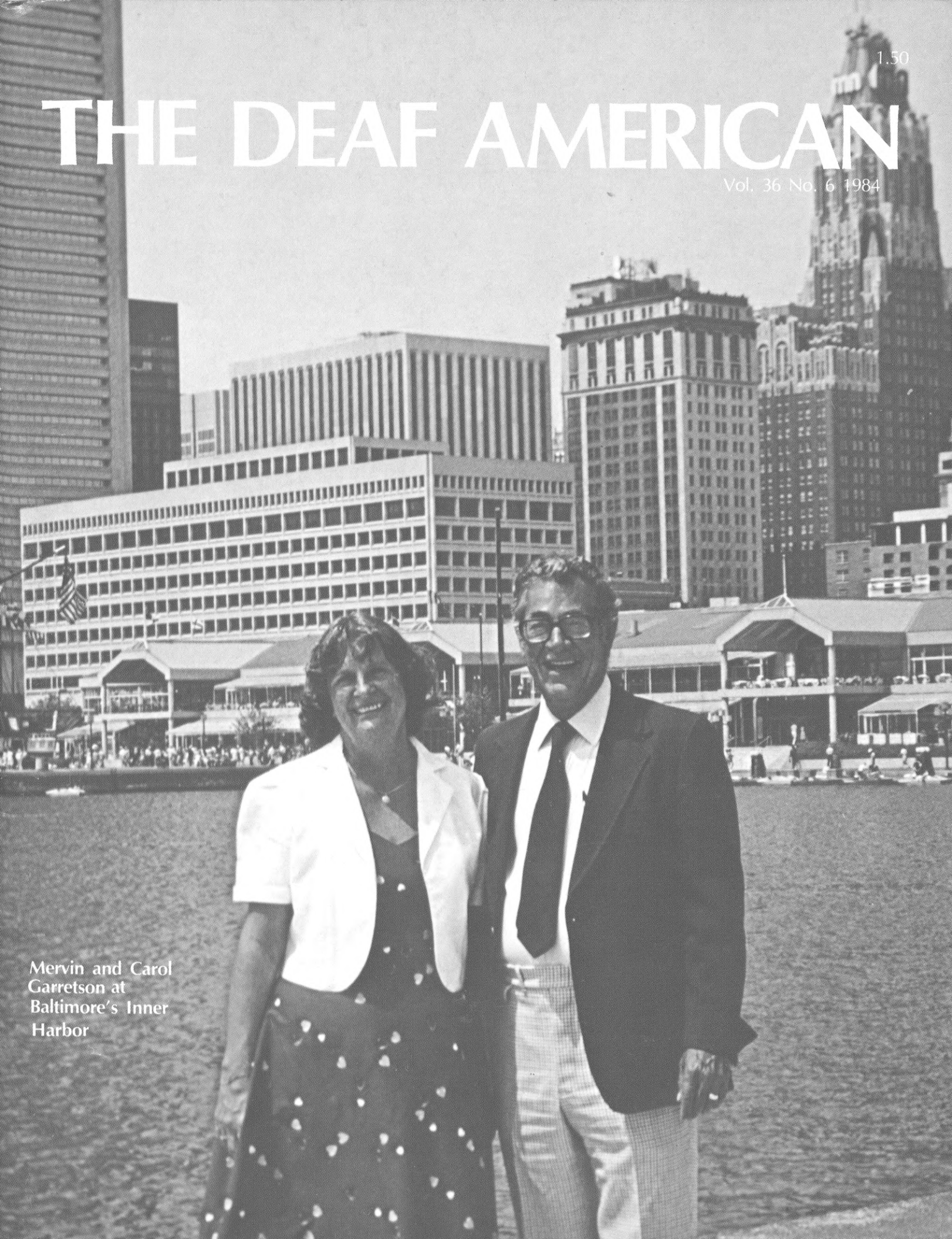


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Vol. 36 No. 6 1984

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THE DEAF AMERICAN

Vol. 36 No. 6

COVER

Mervin and Carol Garretson at the Inner Harbor in Baltimore, site of the NAD's 37th biennial convention during the week of July 3-8, 1984. The photograph was taken by Dick Moore in August 1983.

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Computers that Hear

by Frank Bowe

Today, it is relatively easy and inexpensive to equip a personal computer to talk. With an add-on, or peripheral, costing just \$150 to \$400, someone who is blind or has dyslexia can convert a computer's output from print or images on a screen to speech. The technology is so well-developed that it is appearing in computer games, in elevators, and in automobiles. Even some soda vending machines talk to you.

With such progress in speech synthesis, can speech recognition be far behind? The answer, from the experts who are now working on the technology, is yes and no.

Yes, it is far behind if by speech recognition you mean the ability of a computer to understand continuous, conversational speech by many people. That's probably at least a decade away. But the answer is no, if by speech recognition you mean the capability of a computer to understand a few words spoken by one individual.

State of the Art

In writing *Computing and Special Needs* for Sybex Computer Books, I talked to researchers at AT&T Bell Laboratories, International Business Machines, Apple Computer, Texas Instruments, and a host of smaller computer companies. What I found was that computer manufacturers are devoting major attention to rapid development of speech-recognition technology. It is a very high priority for these companies. But their reasons have little, if anything, to do with helping deaf people.

The main motivation for computer makers seems to be the fact that business executives, who control the purchase of many desktop machines in today's market, are not comfortable with keyboards. They would much rather dictate a letter than type one. As a result, personal computers in offices today are used by secretaries much more than by managers. To get the executive more involved, the computer makers need to find ways for the machines to be used without the need for typing. That means speech recognition.

Computer manufacturers know, too, that there is in many industries a strong and immediate need for speech-recognition technology. Inspectors in plants, for example, seem to do a much better job if they can record their observations simply by talking; too much information gets lost if the inspector must stop, retrieve a pen, look at a pad, jot a note to himself, and later use these notes to prepare a report. The big aerospace companies, too, believe that pilots will be more efficient, and passengers more safe, if control of some aircraft systems can be exercised by voice. That way, in an emergency, the pilot

can give full attention to the problems at hand without being distracted by the need to adjust different controls. And telephone companies believe that customers will buy phones that they can talk to, and that remember the names and numbers of frequently called persons.

The immediate need, then, is less to equip computers to comprehend continuous speech by many people than it is to enable these machines to understand some words spoken by a single individual. That's something today's computers can be made to do.

Perhaps the most highly publicized example is Texas Instruments' Professional Computer. For about \$2,500, you can equip the TI PC with a speech-command module that lets you speak several dozen key words rather than type them. The module "samples" or studies speech at an astounding 8,000 times per second. From these samples, the computer makes a template, or record, that is comprised of many thousands of bits, that is, of 0s and 1s. You "train" the computer to understand the words you speak. It stores a template for each such word. Then, when you are doing word or data processing with your computer, the machines will compare the bit pattern or words you speak with its set of templates, find a match, and "understand" what you said.

Much less expensive is similar technology developed by Scott Instruments, a Texas manufacturer that specializes in speech recognition technology. Scott has a Shadow VET (Voice Entry Terminal) that lets a user speak command words rather than type them. You could, for example, eliminate up to 60 keystrokes by pronouncing "Source" and the name of the file in the Source data bank that interests you. For individuals who are severely physically disabled, this means easy and rapid access to information sources. Shadow VET now costs well under \$1,000—and the price is dropping.

Both AT&T Bell laboratories and ITT have announced that they will be marketing, some time in 1985 or 1986, telephones that you don't have to dial. After training your unit, you will just say the number you want dialed, or just the name of the person you want to call—and the computer in the telephone will do the rest. It will recognize your speech, search its memory of names and phone numbers, and automatically dial the call. Prices have not yet been announced.

In Cambridge, Mass., Raymond Kurzweil is experimenting with a voice-entry typewriter. Capable of understanding a vocabulary of about 10,000 words, the machine lets you dictate a letter directly without touching a keyboard. According



to a recent *Scientific American* article, the device, when brought to market, might cost less than \$5,000.

For Deaf People

The major shortcomings of these current or upcoming computer capabilities are that the machines can understand only one person, the person who trains them, or can understand only a few words, or both. Of course, prices are still much too high for many deaf individuals to purchase for personal use.

The important point, though, seems to be that the technology is rapidly developing. It may be costly, it may be restricted to understanding a single voice, and it may have a limited vocabulary or words it is capable of recognizing, but at least the fundamental idea of computer speech recognition is evolving.

The promise for deaf people is truly remarkable. Among other things, computer speech recognition might someday be used by deaf individuals to use the telephone. You would watch a display of what the other person was saying on the phone, much as we now watch a TDD display of that person's typed words. The technology could be used to understand television—and even radio. It is conceivable that you might be able to follow conversation around a bridge table by watching a computer screen.

When I asked the experts about these uses for speech

recognition, they became cautious. It was in discussing these potential capabilities that they talked in terms of five to twenty years. Continuous speech recognition of the voices of many speakers is still something that is more the stuff of science fiction than of science fact.

Progress toward continuous speech recognition is difficult for a number of reasons. One is that the speech people use in conversation is not very clear. For example, "What do you want?" often comes out sounding more like "Whadjawant?" A second problem is that there are important variations in the ways different people pronounce words. To illustrate how dramatic such differences can be, consider what happened when I watched a demonstration of the Texas Instruments Speech Command module at a computer store. The machine had been trained by one of the salesmen. When he told the computer to do something, it responded immediately. But when a customer said the same words, the machine remained silent; it understood nothing. A third obstacle standing between deaf people and computers that respond to continuous speech is background noise. To illustrate, interpreters are able to separate from the sound of a speaker's voice all of the interfering sounds in the room. A computer, so far at least, can't. Finally, we've found that speech recognition is heavily dependent upon use of context. This is something teachers of deaf children have known for many years. Now computer researchers are learning that to get a computer to understand continuous speech requires that the machine have some way of using the context of a sentence to determine which of several similar-sounding words is being used. The word "bear" is an obvious example: it can mean a beast, it can mean to carry, or it can mean to put up with something. It is context, or the words before and after the word the computer is trying to understand, that helps the machine understand when one word begins and another ends.

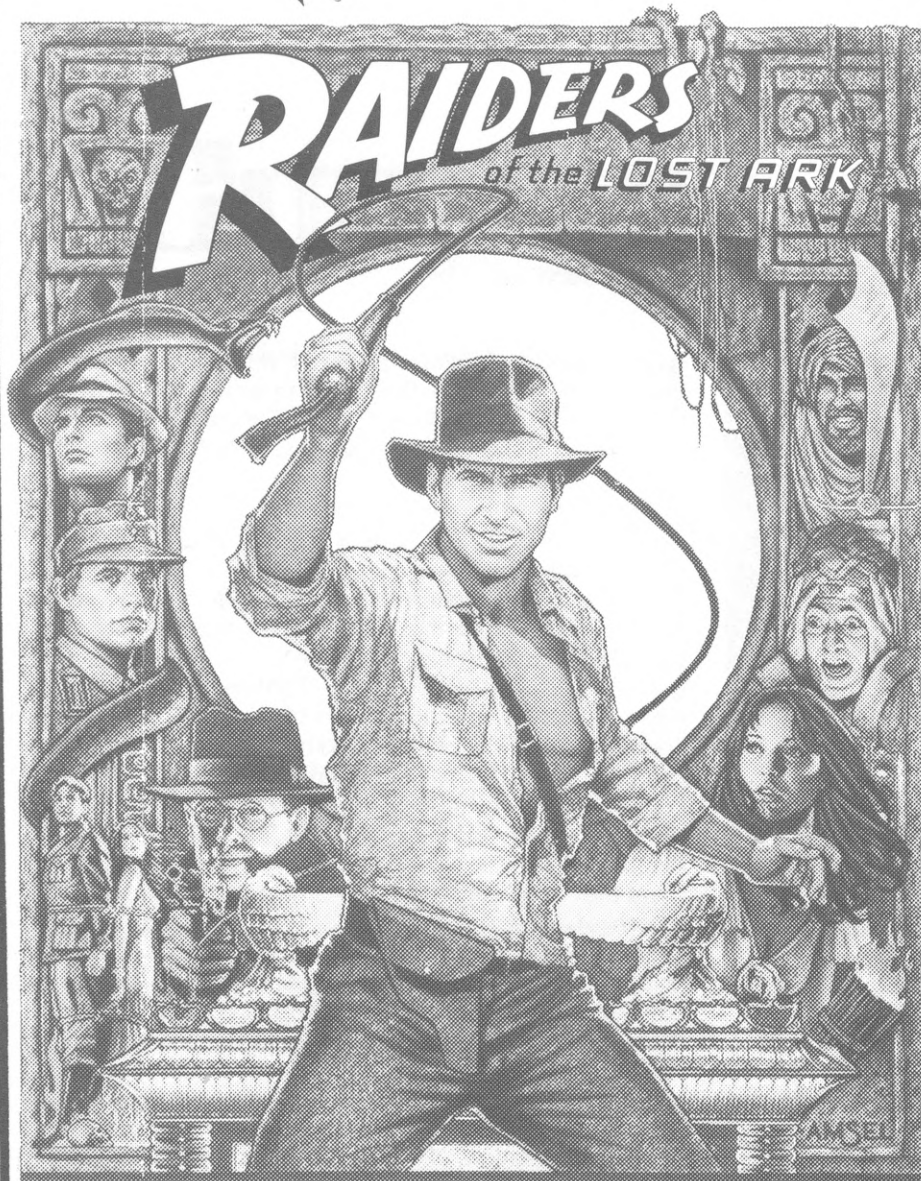
The computer experts I talked to, though, were usually optimistic. One of the most highly respected of them told me that I could expect in my lifetime to have a small, pocket-sized device I could carry around with me that would let me understand anything that was said around me. I know him well enough to know he would not have said that unless it was a realistic possibility. ■

(Dr. Bowe, is best known to readers as the author of the "Deaf American Interviews" series and of *I'm Deaf Too*, a publication of the NAD. Computing and Special Needs will be in bookstores and computer stores in July.)

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Marvin Kruger:



Marvin in a relaxed moment.

A CHARACTER OUT OF A HORATIO ALGER STORY

by Robert Swain

Marvin Kruger of New York City is a character right out of a Horatio Alger "rags-to-riches" story. In novels which had a wide appeal in the late 19th century, Alger preached the virtues of hard work as the route to wealth. His characters were mostly boys and young men who rose from poverty to financial rewards through the sheer force of industry and burning ambition.

True, there are deaf adults in business for themselves. However, most of them acquired valuable experience and expertise before venturing out on their own. Marvin's story, on the other hand, is of a penniless school dropout who had no training of any kind for a useful trade, but who believed in himself so thoroughly that he overcame formidable hurdles, as well as his profound deafness and speech problems to become a successful one-man business operation.

Like a teenager in Alger's fiction, Marvin was forced to quit school at the age of 15 to help support his destitute family after his father died. Faced with the stark reality of going out to work, Marvin rebelled at the very thought of punching a time clock as an employee shunted into an unskilled job. To the astonishment of nearly everyone who knew him, Marvin resolved to be his own employer. Nothing, not even a team of wild horses, could sway him from his bold decision.

Over the difficult years, his will power, positive attitude, and unshakable self-assurance have brought him the solid success he now enjoys as a supplier and distributor of office stationery and related needs. His turf

is the teeming business section of lower Manhattan.

In his middle sixties, broad-shouldered and of stocky build that hints at his inner strength and rock-like tenacity, Marvin exudes the quiet confidence of a veteran entrepreneur who has fought and won battles.

Ask him how he managed so long to stay ahead in the ruthless, dog-eat-dog competition in a field that is strewn with failures and bankruptcies. He will tell you that he bases his success on time-tested principles such as dependability, reliability, trustworthiness, efficiency, prompt service, and a never-failing ability to fulfill orders to a customer's complete satisfaction. A trump card is the "good prices" he offers. That he is a deaf man who performs well also counts in his favor.

Marvin's stock-in-trade includes items no office is without, namely, ledgers, staples and staplers, stamping pads, typing paper and ribbons, memo pads, notebooks of every description, writing tablets, ruled paper, scratch pads, all sizes of yellow legal pads, notebook fillers, erasers, rubber bands, paper clips, pencils and pens, binders, file folders, all-size manila envelopes, desk calendars, appointment books, paper rolls for desk calculators and so on. Orders are also taken for business and personalized letterheads.

The strong instinct of self-survival rubbed off on Marvin during his early years in the tough, rowdy Lower East Side of Manhattan, where he was born. His parents and his brother, Morris, who is also deaf, came from Poland to the United States. Yellowing photos

show the Lower East Side crowded with foreign-born people who were exploited by greedy employers and rapacious landlords. Pushcarts of vendors and peddlers hawking their wares added to the congestion on the streets. The sidewalks were like Oriental bazaars, where prices of clothing and food were haggled over. Elbowing out the pedestrians and marketing women were the urchins at mischievous play. Laundry fluttered from clotheslines strung across and above the alleys, from window to window of the decaying tenements, which were condemned by social workers as firetraps. At night fear and violence ruled the streets.

Life wasn't kind to Marvin's parents. His father, unable to speak English, held a low-paying job with intolerably long hours. His mother was a custodian for two apartment houses. Marvin helped her shovel coal into roaring furnaces in winter, collect overflowing garbage and trash to put outside, and to sweep and mop the floors.

People who observe Marvin signing so fluently usually comment on his

dramatic flourishes. To explain, he became quite a mime while very young to help bridge the wide communication gap in his family. He couldn't understand his Polish-speaking parents and they couldn't understand his English, either. So all the family relied on pantomime, natural (and invented) gestures and facial expressions to communicate with one another.

Marvin attended the Lexington School for the Deaf for several years, after which he transferred to the New York School for the Deaf (Farwood). He was at the latter for only two weeks when his father's fatal illness forced him to quit the classroom for good. Stiffening his backbone, he set himself up as a bootblack and put in an extra effort to earn more money by selling Sunday newspapers. He distributed the papers on his rounds from a sturdy wooden box he had outfitted with wheels cannibalized from an old baby carriage. When he had enough savings, he brought a folding bicycle and attached a wire basket to the handlebars so he could extend his paper route. His

deaf brother, Morris, working as a paper cutter, suggested that he enter the selling of office needs and stationery. That was back in 1935 during the Great Depression.

Marvin did some investigating before heeding the brotherly advice. The facts bluntly told him that he could either sink or swim. Since failure isn't a word in his vocabulary, he decided to take the plunge and try to keep afloat. He invested in an assortment of office stationery and other items. He had business cards printed and copies made of flyers listing his merchandise. He pored over office directories and marked out the ones he intended to visit.

He wore out countless pairs of shoes cycling through the clogged business areas of Manhattan. Locking his bike outside, he would trudge from one corporate establishment to another in the tall, forbidding granite buildings. Entering an office, he would explain that he was deaf and presented his business card and advertising circulars. His sales pitch followed this line: "I'd like to service you. Please try me and you will get



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real satisfaction." He was always ready with pad and pencil to answer questions and, hopefully, to write out new orders. But he was taken too often for a deaf peddler. Doors were slammed in his face. He was verbally abused with yells to "Get the hell outta here!" He was roughly shoved to exit doors with strident warnings to "Keep out! Don't come back!" Once, as a hefty office worker was about to lay calloused hands on him, Marvin rendered him speechless by holding him off with a firmness that would have done credit to a weight lifter. The dazed guy didn't know that the "peddler" had taken boxing lessons from his deaf brother, Morris, who had a short career as a licensed prizefighter. Morris trained Gene Hariston, the deaf black man who fought in the professional ring against Jacob Lamotta, then the middleweight champion. Marvin is a staunch believer in the art of self-defense for personal safety and protection.

He took the rudeness, stinging insults and disheartening rebuffs without losing his cool. He avers that politeness and good manners go far in dealing with business people. He says most individuals don't mean to be deliberately rude and offer apologies sooner or later.

Office people who had at first given him a cold brush off became impressed with his persistence in visiting them again and again to win their goodwill, and with his personal qualities. Gradually, he was able to pick up customers and to land small orders. Once his reputation was established, he had no trouble obtaining large orders.

As his luck changed for the better, Marvin bought a motorcycle to expedite the delivery of orders, only to have it stolen. Gamely, he returned to his bicycle until he could afford a car. Since then he has worn out a succession of autos. The latest is a large station wagon, already neck-deep in mileage.

Marvin avoids aggressive selling; he prefers the low-key approach . . . an emphasis on the reliability and quality of his service, his long experience and his "good prices."

The "good prices" can be explained in part by the fact that he has no office overhead and operates from his apartment. He has never had a secre-

tary, nor a partner. He does his own paperwork and keeps an eagle eye on his ledgers. Hard lessons have taught him to be selective with his credit accounts, because he has lost money when firms folded up and defaulted on their payments to him. In the evenings he reviews the day's events and plans sales strategies for the next business day. He also studies his files dealing with his regular customers to see who he should be reminding to replenish their supplies soon.

Even though he has financial security, Marvin banishes all thoughts of retiring. Work is his stimulant, his pleasure, his hobby. He thrives on the challenges of the marketplace.

He goes out most weekdays with a representative sampling of his goods. Customers recognize him on the street and say, "Hi, Marvin! How are you doing today?" They may stop him for a chat or ask him to come up to their offices to discuss new orders. He relies on his lipreading skill on business calls because he finds that most office people don't have the patience or are in too much of a hurry to take a few minutes pushing a pencil across paper. Nevertheless, he jots down notes in his vest-pocket notebook and usually asks the customer to have a quick look at them so as to make sure that he has grasped the business transaction clearly.

Marvin has had some amusing experiences. One day on a business call, he found the front office unoccupied. He waited and no one appeared. Then he noticed that the door to the boss's office was slightly ajar. He knocked. No response. He opened the door wider and reddened at the sight of the boss and his pretty secretary locked in a torrid embrace on the sofa. Imperturbed, Marvin muttered, "Excuse me. Can I see you on business when you are finished? I shall wait outside." Twenty minutes later the executive sheepishly emerged and gave a big order.

Marvin inherited his knack for coping with difficult situations from his mother. While on Ellis Island, anxiously waiting for clearance, she resolved not to let the immigration officers know that her son, Morris, was deaf. She feared if they did, the whole family would be shipped back to Poland as undesirable aliens. She paled when she espied an officer coming to question

Morris. In an instant she kicked her little boy so hard in the buttocks that he screamed at the top of his lungs. Startled, the man turned away in disgust.

Marvin—he is divorced—has instilled in his son, Irwin, and older daughter, Sandra, the credo of hard and creative work and the desirability of becoming their own bosses. Irwin, a chip off the old (ambitious) block, evinced very early a keen head for business. As a teenager, he was temporarily employed as a bike messenger in New York City, giving him the opportunity to get a good idea of the business world. Later, as his talents developed, he went to the Chicago "Hamburger University," maintained by McDonald's, where he learned the McDonald style of food preparation and merchandising, as well as training in management. With a loan and help from his father, Irwin was able to purchase a McDonald franchise. Hard work, shrewd administration and long hours made Irwin and two other partners the owners of franchises for 23 McDonald's fast-food establishments, employing an army of 1,100 workers and a dozen executive personnel. Irwin is now the sole owner of two high-traffic McDonalds in New York City. He has been written up in *The New York Magazine* as a boy wonder with the magic touch. He is happily married and lives in the Big Apple.

Daughter Sandra dreamed of having her own business when she was a buyer for a large store. Her husband shared the same vision. Marvin suggested that they enter into the manufacturing and marketing of paper and stationery novelties for conventions, schools, children and gift/novelty shops. Encouraged by her father, Sandra and her husband took the leap, aptly calling their new enterprise Ambidextrous, Inc. Today the firm has expanded, occupying an entire floor in a cavernous loft building in lower Manhattan, and employs a large work staff. Orders arrive daily from all over the country and abroad and new products are being constantly added.

Marvin Kruger's hard-won success as a self-made, self-employed businessman and the influence he has had on spurring his children to stand on their own feet as masters of their business destinies would have given Horatio Alger material for another of his novels.

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State Commissions on Deafness

by Jerome D. Schein

One of the better kept secrets in Deafness is the recent growth of State Commissions on Deafness. Since 1971, when the Texas legislature established the first Commission for the Deaf in the United States, 16 States have followed its lead.

Despite these agencies' importance, they have had comparatively little attention from the Deaf Community. The National Association of the Deaf sponsored The First National Conference for State Commissions on Deafness in 1977, when only 10 States had them, but NAD has not sponsored a similar conference since that time. Subsequent meetings between Commission representatives have been informal and, interestingly, unpublicized. The average deaf citizen does not seem to have realized the great potential the Commissions have for improving conditions—economic, social, and vocational—in their States. Nor have most of the professionals who devote all or a major part of their practices to deaf people fully grasped the State Commissions' influence on the service delivery systems of those States that have them.

This paper will attempt to dispell the mystery that seems to enshroud this critical movement in deaf people's lives: Which States have Commissions? What do they do? How do they work? And it will explore some of the reasons for the seeming lack of interest in them.

Method

The information on which this paper is based has been gathered by reading the individual State statutes and many publications by the State Commissions, and by direct correspondence with the Commissioners. I am deeply indebted to the State Commissioners for their cooperation, without which this research would not have been possible. Copies have been sent to each in advance of publication. However, any errors that remain in the publication are solely the responsibility of the author.

Definition of State Commission

Deaf people already relate to a number of different State agencies, so some care in defining what is meant by a State Commission on Deafness is necessary to avoid confusion. The criteria set forth here are intended to eliminate ambiguity in the use of the term.

1. A State Commission must have a legislative base; that is, it must have been established by an act of the State's legislature not by an executive fiat or by a contract between a State agency and some outside group. This stipulation will eliminate from consideration advisory groups selected from time to time by State agencies and purely nominal bodies that lack any real authority to influence the lives of deaf people. It also excludes from our immediate concern agencies

like South Dakota's Communication Service for the Deaf, that have a contract with the State to provide specific services.

2. A State Commission is permanent, not temporary. As we will see, permanency is relative, since the legislature can revoke as well as establish agencies, particularly under the "sunset" rules that many State legislatures have adopted.

3. A State Commission has funds or a funding mechanism appropriated for its major fiscal needs. Without funding, the agency is merely a paper entity that is unlikely to significantly influence the lives of deaf people. The funds, however, must be provided by the legislature.

4. A State Commission is exclusively concerned with hearing-impaired people. This latter provision distinguished between State Commissions on Deafness and the many agencies that deal with all or most disabled people, such as the State's Vocational Rehabilitation agency.

State Commission, then, is defined as a *permanent State agency established and funded by the State legislature solely to promote the welfare of deaf people.*

The definition does not deal with the Commission's name. In this paper, we will only use the term "Commission," though we recognize that many other terms have equal appropriateness; for example, "Council" or "Bureau." We also do not distinguish between Commissions for "Deaf," "Deaf and Hard of Hearing," "Deaf and Hearing-Impaired," or "Hearing-Impaired." The particular name chosen for a Commission is largely a matter of taste and is not likely to determine its effectiveness.

In addition to the States that have Commissions, there are States that have active programs providing a broad range of services that do not meet the definition of a Commission. That fact should not reflect on the worth of such agencies. Rather, such States have made a choice, explicitly or implicitly, of how they wish to serve their deaf citizens. The important issue is not whether the State has a Commission but rather whether its deaf people are well or poorly served. A State Commission may or may not be desirable for a particular State. The decision is up to the State's deaf people and its government.

One other aspect of the definition should be discussed: it does not specify the programs that the State Commission might undertake. Aside from being too restrictive, such a criterion would not do justice to the broad range of services that existing Commissions already perform. That is why I have opted for the nondefinitive phrase "to promote the welfare" rather than trying to spell out any particular set of functions that a State Commission might have assigned to it by the legislature.

How Many State Commissions?

To date, 17 Commissions have been established, and all are still functioning. The entries in Table 1 are arranged by the year the State adopted a Commission. The 17 Commissions' dates are scattered over the last 13 years. 1977 and 1979 are the banner years; three Commissions emerged in each of the two years. Otherwise, none or only one or two per year have been established in the other years. With so few cases, no discernible trends have emerged.

Some of the individual stories behind particular State actions can not be guessed from the tabular presentation. Michigan's legislature voted to establish a State Commission in 1976, but it was vetoed by the governor. It finally came into being in 1979. However, the Commission's director notes that it functions very much as it was originally envisioned in legislation passed in 1937!

While Wisconsin is not shown in Table 1 as having become a State Commission until 1979, it may actually be the first State to have funds allocated specifically for services to deaf people. The original arrangement did not, however, establish a Commission. The Wisconsin State Service Bureau was managed under a contract to the Wisconsin Association of the Deaf. The present arrangement, passed by the Wisconsin State legislature in 1979, now meets the criteria for a State Commission. [The same situation that prevailed years ago for Wisconsin is presently the case in Rhode Island and South Dakota. These States only have contracted services, rather than status as State agencies] New York had a temporary commission on deafness from 1969 to 1975. It had no other function, however, except to gather information for the legislature on the problems of deaf people.

The Illinois and Rhode Island efforts to get Commissions both failed. The Illinois governor vetoed the bill; the Rhode Island bill died in the legislature. In 1979, Rhode Island tried again, and was successful in receiving a contract to set up a Commission, albeit one lacking statutory financing. Other

Table 1
State Commissions on Deafness, by Year of Establishment

Name of Commission	Year Established
Texas Commission for the Deaf	1971
Oklahoma Commission on Deaf & Hearing Impaired	1972
Virginia Council for the Deaf	1972
Connecticut Commission on Deaf and Hard of Hearing	1974
Massachusetts Office of Deafness	1974
Deaf Services of Iowa	1975
Maryland Commission for the Hearing Impaired	1976
Arizona Council for the Deaf	1977
New Jersey Division of the Deaf	1977
North Carolina Council for Hearing Impaired	1977
Tennessee Council for the Hearing Impaired	1978
Michigan Division of Deaf and Deafened	1979
Nebraska Commission for the Hearing Impaired	1979
Wisconsin Bureau for the Hearing Impaired	1979
Louisiana Commission for the Hearing Impaired	1981
Kansas Commission for the Hearing Impaired	1982
Kentucky Commission on the Deaf and Hearing Impaired	1982



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State legislatures have pending legislation. At this writing, Ohio and Florida have some activity that may lead to State Commissions.

Purpose and Purview

The scope of the Commissions differs greatly from State to State. Some Commissions have fairly narrow purviews, others very broad. A tentative attempt has been made to portray these differences in Table 2. The functions shown are those specifically mandated by the legislation establishing the commissions. Other persons reading the same State laws may interpret their provisions differently than has been done here. The summary in Table 2 only attempts a preliminary overview for purposes of making comparisons between the States and with the actual operations that are shown in Table 3.

As noted in Table 2, no single function has been assigned by all of the legislatures so far to all of the Commissions. Advocacy comes closest to being a 'universal' mandate. Only Arizona's legislation does not indicate that its Commission is to undertake that function. Most States want their Commissions on Deafness to coordinate services, to eliminate duplication and to assure that essential services are not being overlooked. Four States, however, do not have such a role to play in their States: Nebraska, North Carolina, Texas, and

Table 2
Functions of State Commissions on Deafness
Mandated by Legislatures

Function	States
Advocacy	All, except Arizona
Information Gathering/Dissemination	All, except Connecticut
Interagency Coordination	All, except Nebraska, North Carolina, Texas, and Virginia
Job Development/Placement	Connecticut, New Jersey, Texas
Monitoring Other Agencies	Massachusetts, Nebraska and North Carolina
Interpreting Services	Connecticut, Iowa, Kentucky, Louisiana, Massachusetts, Nebraska, Texas, Virginia, and Wisconsin
Statewide Planning	Louisiana, Nebraska, North Carolina, Oklahoma and Tennessee
Other Services and Functions (e.g., counseling, telecommunications, and transportation)	Arizona, Iowa, Louisiana, Massachusetts, Nebraska, New Jersey, Oklahoma, Texas, and Wisconsin

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Virginia. They may, nevertheless, be providing this important service, even though it is not specified in their legislation.

Table 3, by contrast, displays the services which Commissions actually perform. The legislation setting up the Commissions typically allows them considerable latitude in determining their operations. As a comparison between Tables 2 and 3 shows, State Commissions do go beyond the particulars of their charters. Iowa, for instance, does not have statewide planning specified in its charter, yet the Commission has recently developed a statewide plan for mental health services for deaf people. All Commissions have some involvement in the provision of interpreting services, though only a few have that function spelled out in their enabling acts. All of the Commissions provide some advocacy and engage in information gathering and dissemination as part of their actual functions. Only Texas has legislation for telecommunications, but seven other State Commissions are active in this area. Some services are as yet untouched by most of the Commissions. Only New Jersey and Texas have been involved with transportation problems. Only Texas has been specifically engaged in serving elderly deaf people, a growing segment of the deaf population and one badly in need of assistance. Oklahoma, however, will soon have programs tailored for deaf senior citizens. Texas recently received pioneering authority to serve deaf-blind adults, who are traditionally assigned to Commissions for the Blind in most States. The precedent will bear watching by other States.

This overview of State Commissions' aims and efforts is greatly simplified, sacrificing detail in an attempt to grasp a broader picture. The loss of detail may obscure incipient trends presaging developments that will be critical to the Deaf Community's welfare. These data warrant further intensive study beyond this paper's intent, particularly examining why some services are chosen and others ignored.

Table 3
Activities Engaged in by State Commissions on Deafness^a

Activities	States
Advocacy, Information Gathering/Dissemination	All
Interagency Coordination	All but Nebraska, Texas, Virginia, and Wisconsin
Job Development/Placement	Connecticut, New Jersey
Agency Monitoring	North Carolina, Oklahoma, Massachusetts, Connecticut
Interpreting Services	All
Statewide Planning	Arizona, Connecticut, North Carolina, Oklahoma, Tennessee, Massachusetts
Health Care	Arizona, Connecticut, Nebraska, and Texas
Telecommunications	Arizona, Connecticut, Kansas, Nebraska, New Jersey, North Carolina, Tennessee, Texas, and Wisconsin
Transportation	New Jersey and Texas
Other Activities and Services	All but Iowa, Massachusetts, New Jersey, Oklahoma, and Virginia

^a Does not include Kentucky and Louisiana

Table 4
Composition of State Commissions on Deafness's Boards, by Number and Type of Members

State	Number of Type of Member ^a												
	All	A	B	C	D	E	F	G	H	I	J	K	L
Arizona	12	1	1	1	1	0	1	1	1	1	1	3	0
Connecticut	19 ^b	0	1	0	7	0	0	1	0	3	0	7 ^c	0
Iowa	7	0	0	0	0	0	0	0	0	0	0	4	3
Kansas	16	1	1	1	5	0	2	1	1	1	1	2	0
Kentucky	11	0	1	0	0	2	0	0	0	1	1	3	2
Louisiana	15	1	1	1	2	2	-	2	-	2	1	3	0
Massachusetts	12	0	0	0	0	0	0	1	0	2	0	9	0
Nebraska	9	0	0	0	0	0	0	0	0	0	0	6	3
New Jersey	14	1	2	1	3	0	0	0	0	0	0	5	2
North Carolina	18	1	1	1	5	2	0	0	0	1	1	6	0
Oklahoma	9	0	0	0	0	0	0	0	0	0	0	2	7
Tennessee	11	1	1	0	2	2	0	0	0	0	1	4	0
Texas	9	0	0	0	0	0	-	2	-	2	0	3	2
Virginia	14	1	1	2	3	0	1	1	0	0	0	5	0
Wisconsin	9	0	0	0	0	0	0	0	0	0	0	0	9

^a Key to abbreviations: A=Rehabilitation, B=Education, C=School for Deaf, D=Other State Agency, E=Legislature, F=Audiology, G=Medicine, H=Hearing-Aid Dealer, I=Parent, J=Interpreter, K=Deaf People, L=General Public

^b Law specified 4 ex-officio, nonvoting members in addition to the 19.

^c One deaf member must also be a parent of a deaf child.

Governance

The State Commissions are under the direction of boards that range in size from seven to 19 members, with the median number of members between 11 and 12. The States' governors are generally responsible for selecting board members. The laws require particular groups in the States to be represented. Table 4 summarizes the *mandated* composition of boards in 15 of the States. All State Commissions, except Wisconsin, are required to have deaf people on their boards. The proportions of the memberships that must be deaf vary widely, from none (Wisconsin) to 75 percent (Massachusetts). Of course, the actual number of deaf people may greatly exceed the legally set minimum, and governors may follow unwritten laws (precedents) to appoint a specified number of deaf members. Here, however, we are only reflecting what has been enacted by the legislation.

While 10 States do require that State governments be represented on their boards, five do not. Six States specify professional members; seven require parent representatives, and five make interpreter representatives mandatory. Eight State Commissions must have board members who represent the general public. Kansas and Kentucky require that one at-large member be from an agency serving deaf people. Wisconsin's entire board is left to the governor's discretion. Connecticut's statute calls for 23 members; Table 4 shows 19, because four of the 23 (three superintendents of State schools for deaf students and a representative of the State Department of Education) are nonvoting members. The ar-

rangement reflects the legislative desire to have wide community influence on the commission's policies, with built-in close cooperation from educators. Careful study of the composition of each of the boards provides one clue of the State legislators' ambitions for the Commissions.

Funding

Calculating the sizes of budgets for the State Commissions presents some problems. The appropriated sums alone, while meaningful, do not tell the entire story about the Commissions' resources. For instance, some Commissions are given space, without direct charge, in government quarters; others must pay rent from their allocations. Similarly, some essential services may be provided to a Commission in addition to the appropriated sum. The analysis shown in Table 5 does not take into account all of these considerations, limiting the value of this direct comparison between the States.

Budgets were available for all State Commissions. These sums, in some instances, include funds from other than legislated portions. Where the source of such other funding is known, the entries in Table 5 so indicate. The longest-established State Commission, Texas, has the largest legislated budget \$841,130. The size of its appropriation is less related to its size than to the leadership it has recently acquired. The Texas Commission estimates that its budget will increase to \$4 million in the near future. Connecticut is a special case. It has statutory authority to charge other agencies for interpreter services; thus, it derives part of its revenues from reimbursements for these services. This arrangement gives Con-

Table 5
Budgets of State Commissions on Deafness for
Recent Years

State	Amount (in Dollars)	Fiscal Year
Arizona	92,200	1983
Connecticut	816,980 ^a	1982
Iowa	214,365	1983
Kansas	19,720	1973
Kentucky	155,000 ^b	1983
Louisiana	88,306	1983
Massachusetts	183,067	1983
Michigan	158,500	1983
Nebraska	277,604	1983
New Jersey	531,150 ^c	1982
North Carolina	299,993 ^d	1983
Oklahoma	135,000 ^e	1983
Tennessee	299,500 ^f	1983
Texas	841,130	1983
Virginia	246,400 ^g	1983
Wisconsin	333,640	1982

^a 370,468 State appropriation, 242,968 reimbursements, 203,544 other.

^b 310,000 appropriated for two years.

^c 191,150 State appropriation, 340,000 CETA

^d 258,813 State appropriation, 41,180 County match

^e Estimated

^f 54,500 State appropriation, 175,000 CETA

^g 37,000 reimbursement from other agencies for interpreter services

necticut one of the largest sums to spend of the State Commissions, though less than half of it is provided directly by legislative appropriation. Virginia also is reimbursed by other State agencies for the interpreter services it provides to them, but its recoveries amount to only a small fraction of its gross revenues. Noteworthy in the budgets are the substantial amounts of money that New Jersey and Tennessee have from CETA funds. In both instances, the CETA monies are nearly double the legislated apportionment, placing these Commissions in precarious circumstances should CETA funds no longer be available. (We have subsequently learned that New Jersey lost its CETA allocation at the end of 1982, and the legislature has not made up the discrepancy.)

A thorough consideration of a Commission's budget should also take into account the size of the State's deaf population, its geographical dispersion, and the range of services provided. Such an analysis would be helpful to the States in evaluating the investments they are making in their Commissions and would enable the Commissions to better assess the relative support from their State legislatures.

How the Commissions Operate

The Commissions have adopted a number of different operating modes. Some, like Texas, work largely through contracts to existing agencies within their States. Others like Connecticut, provide much of the services by acquiring staff. Most commissions have some combination of these modes, con-

tracting certain services and attempting to provide others by in-house staff. The particular operational style depends upon a large number of factors: funding, geography, legislative and administrative standards. However, it should be clear that a well-functioning Commission can perform its duties effectively by a variety of means. The choice of tactics should be made on the basis of local conditions.

Further Issues

The smattering of data presented above should not obscure the trend in the changing fortunes of deaf people in our society that the State Commissions personify. Since the turn of the century, blind people in most States have had commissions to represent their interests before the State governments. The visibility that these commissions have given blind people has proved valuable in getting the legislation and services they desire, providing a focal point for all State efforts on their behalf, avoiding duplication, and giving some quality assurance. At the same time, these commissions have been a mixed blessing for blind people. They have often complained—with some justification—that their views have not been properly argued, because they have not had adequate representation on the Commissions. The Deaf Community should be alert to that criticism. Proper representation is essential to satisfactory progress. Simply having a guarantee that a large proportion of the policy-making body will be deaf does not assure that the representation will be satisfactory. For example, members might be selected who, though deaf, have no roots in the Deaf Community. Maintaining good input into the management of the Commission can be accomplished by having forceful, dedicated deaf representatives rather than a large proportion of the board's membership. As one of the State Commissioners noted in response to an earlier draft of this article, "It takes more than being deaf to be an effective member of any Council."

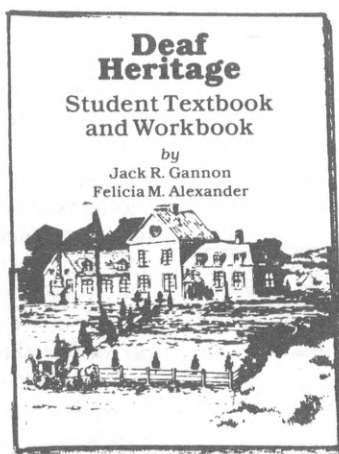
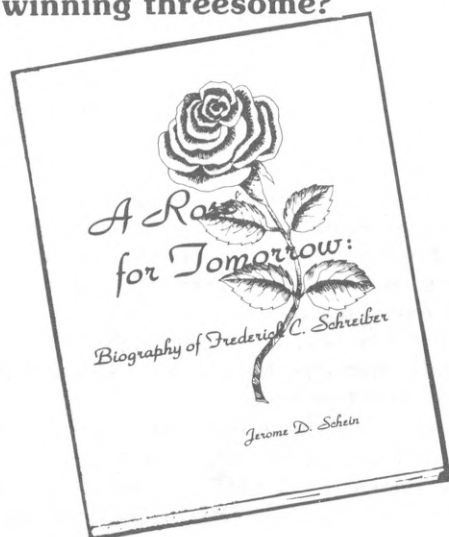
Deaf people should also beware of *token* Commissions. A Commission that has little authority to develop services, that lacks personnel to operate and lacks funds with which to conduct its business, and that has no visible role in the State's administrative hierarchy can, in the long run, do more harm than good. Legislators are apt to point to the paper entity as proof that they are adequately serving the Deaf Community. Thus relieved of their obligations, the legislators can deny reasonable requests from the Deaf Community with the argument that they have already done enough for it. An ineffectual Commission can become merely an excuse for not providing services.

In studying the various aspects of the existing Commissions, it becomes apparent that they can be very helpful to those States now contemplating the establishment of a State Commission. It would be useful to have a model law drafted for the Deaf Community in its efforts to forward this movement. Such a model would save time in working with legislators and would enable the remaining States to profit from the experiences of those who have pioneered in this movement.

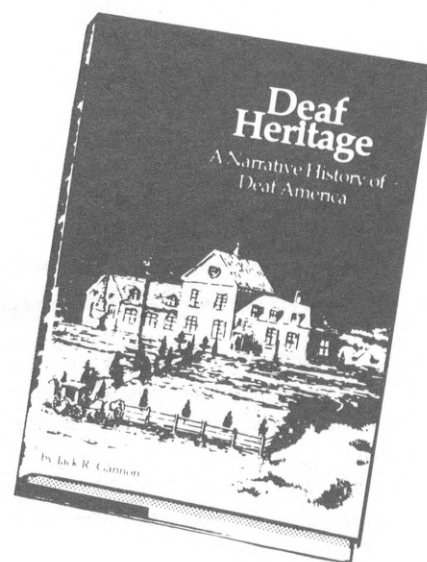
Communication between the State Commissions would also be highly beneficial to them. Since Commissions for deaf people are relatively recent developments, there is not a backlog of experienced personnel from which to draw their leadership. Most Commissioners are new to their posts. By sharing their experiences, they can improve their own Commissions while contributing to the improvement of others. In

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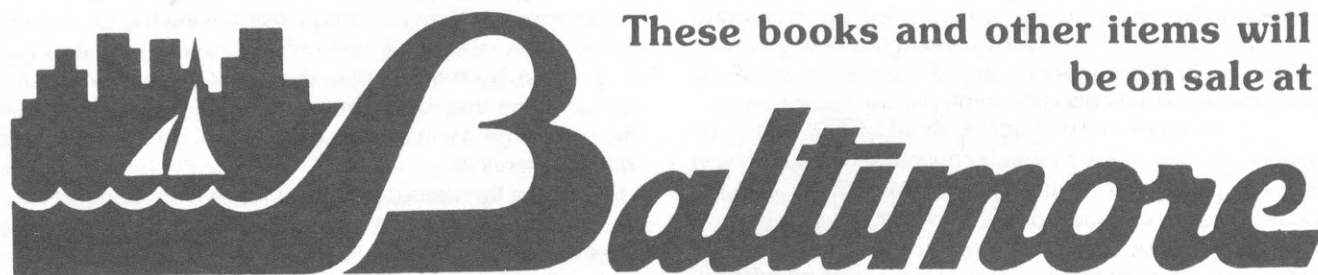


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presenting reports to their State legislatures, the Commissions would be aided by knowing of the successes and failures of their neighbors. Citing examples from other States can be useful (though it requires tact in submitting such evidence to occasionally jealous State officials). If for no better reason than that knowledge is always valuable, the State Commissions should join forces. Ample precedents exist for such an organization (e.g., Council of State Administrators of Vocational Rehabilitation (CSAVR) and in Special Education (NASDSE). It would strengthen the Deaf Community greatly to have such a vehicle in its relations with governments at all levels.

Deaf Community Involvement

Let us turn now to a question that occupied us at the outset. Why has this movement received so little attention from the Deaf Community? First, let us investigate the lack of attention. From my observations, I would conclude that the Deaf Community has little interest in State Commissions. Aside from the fact that most State associations of deaf people are not seeking Commissions for their States, the very idea of such a development has received little attention in the Deaf Community.

A startling instance of the lack of attention to a State Commission concerns Maryland. Its Commission had an inauspi-

cious beginning. For its first year, it operated without a budget. It lacks any full-time personnel. It does not seem to have been in close touch with the deaf citizens of that State (only two of its 15 members were deaf, though both were prominent members of the Maryland Association of the Deaf). By the end of three years, it produced a list of recommendations. What happened to that report? A letter I saw from the Director of the State Office for Coordination of Services to the Handicapped began, "At long last, I have acquired the 1979 report of the Commission on the Hearing Impaired." The letter was written in 1982! So far as I could determine, deaf people also had difficulty getting the report—if any were aware of it.

We now turn to speculation as to why there appears to be a lack of interest in the Deaf Community about State Commissions. The answer may be found in one of several directions. Perhaps the work of the State Commissions are inadequately publicized in the Deaf Community. I say this, despite the fact that most of the Commissions periodically mail out thousand of copies of their newsletters and pamphlets. Most of the Commissions also have an acute public-relations sensitivity. Thus, the State Commissions may have captured the attention of a large segment of their State's deaf population, without developing any consciousness of a movement—of a network of State Commissions that has national implications.


Another possibility is that Commissions are not providing benefits that the Deaf Community appreciates. Maybe the connections between improved services and Commission actions are too subtle for most deaf people to notice. Or maybe, like Maryland, some State Commissions have not performed well enough to merit deaf people's attention. Though remote, such arguments should be investigated.

What about the professional community? Its lack of interest is surprising. Individual deaf person's problems may involve them so thoroughly that they overlook mechanisms like State Commissions. Professionals, on the other hand, ought to be aware of this potentially valuable ally in the struggle to improve services. Is there a 'turf' problem? Do some professionals look upon the State Commission as a possible competitor? It would be sad were that the explanation for their apparent lack of involvement in this movement. The State Commission can be a strong lever to pry loose substantial resources from the legislature and can provide a firm platform from which deaf citizens can address their fellow citizens. To ignore its feasible achievements on such grounds as territorial rights would be unfortunate.


Perhaps the ignorance of the State Commission concept is more apparent than real. That would be a far more hopeful view of service delivery at this time. If it is real, if the inattention of the Deaf Community, including its professional members, is a fact—as it seems to be—then it deserves careful study. The matter is not only critical for those States that have Commissions, but also for those that might want to obtain them, if they saw in them the possibilities for achieving long-term benefits. Then again, perhaps it is only a matter of time before deaf people and their supporters awaken to the latent energy in the State Commission and demand increased authority and support for those that do exist and establishment for those not yet in existence. ■

(Dr. Schein is the director of the Deafness Research and Training Center at New York University.)

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AN APPRECIATION...

Mervin Garretson AND HIS VISION:

The advent of the traditionalist movement has transformed the political landscape in America. It reflects a disillusionment with the burden of financing a liberal welfare state and with secular government in general. The controversy could redefine the American dream and the concept of social justice for all citizens. In fact, the United States may have arrived at a political crossroads in 1984.

Perhaps no deaf American appreciates this new political symmetry and distinct sea-change better than Dr. Mervin D. Garretson, a longtime NAD board member and currently special assistant to the president of Gallaudet College. As a deaf statesman and the effective apostle of the reality of deafness, he has been in the forefront of leadership during an era of profound changes in American values and institutions. By virtue of experience and temperament, Merv shares a genuine empathy with the NAD legacy and its relevance in contemporary political terms.

When the NAD's 37th biennial convention takes place in Baltimore this summer, the event will mark the fourteenth consecutive convention in which Merv has participated. The first occasion was the St. Louis convention in 1957, albeit he was also involved in the Fulton Conference that reorganized the NAD in 1956. The Baltimore convention's theme will manifest confidence in the future: "Greater Involvement Through New Directions and Structures." Merv will take the opportunity to reaffirm his faith in the NAD's advocacy role, a personal crusade he has borne for a lifetime. The convention will also address the two issues with which he has been closely associated, specifically a proposed NAD reorganization and the school placement, or mainstreaming, of deaf children.

In a pragmatic sense, the NAD hardly ranks as an anachronism even though an ideological conflict prevails within its historical chronicle. For instance, in an earlier era NAD conventions radiated a frontier spirit, valued the verities

of self-determination and self-reliance, and counseled against subservience to the state. During the past generation, however, the NAD has eschewed the conventional wisdom and gravitated toward financial and political dependency on a liberal welfare state. The touch of irony has not been lost on deaf Americans who treasure their independence and political freedom.

During an extraordinary election year in 1984, the NAD could anticipate a swing of the political pendulum to a liberal government, preferably one with a blueprint for economic recovery and

fiscal solvency. With the NAD's political action network already in place, deaf Americans could benefit from a fresh wave of social reform. Because of the volatile mixture of political crosscurrents and a government that inveighs against the special interests, no soothsayer would venture a prediction on the probable direction of the country. There are too many unknown variables to render an accurate forecast.

Nevertheless, Merv Garretson would recommend a high degree of political visibility to preserve the social progress



When Merv served as executive director of the Council of Organizations Serving the Deaf during the period of 1967-70, he became known as a builder of political coalitions, a genuine believer in the American dream and in the spirit of human brotherhood.

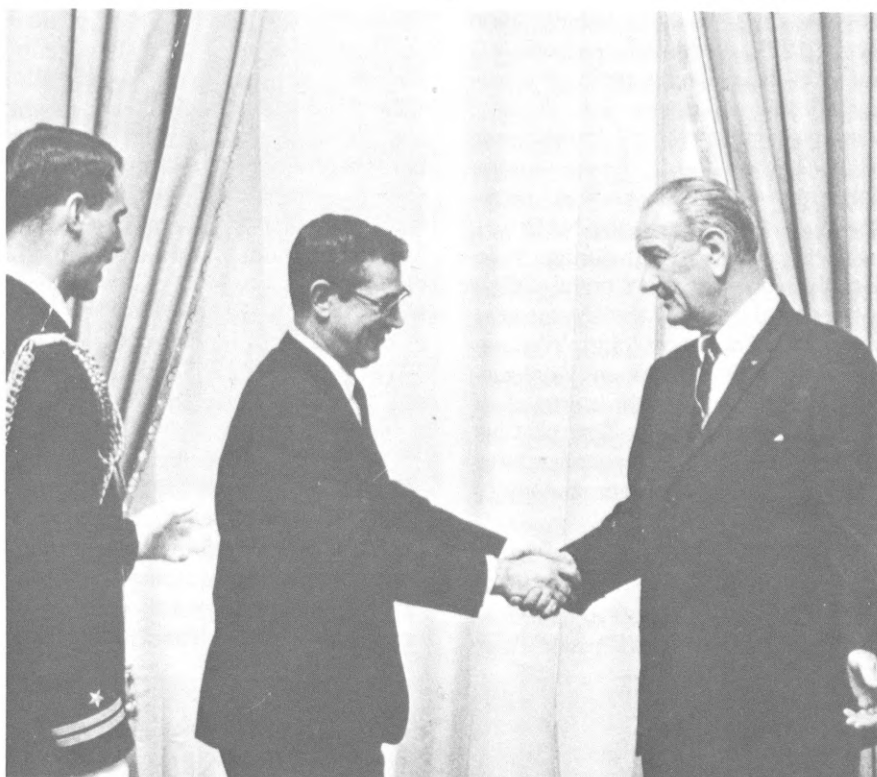
An American Dream Deferred

by Bert Shaposka

achieved by deaf Americans during the past two decades. His perspective of a politically activist deaf community is not recent in design, but represents a strategic concept that he has nurtured over the years. In 1961, for example, Merv's presentation galvanized the Workshop on Community Development at Fort Monroe. His paper addressed the topic of "Coordination and Teamwork Among Local, State, and National Organizations of the Deaf."

A veritable wealth of memories concern Merv's political associate, the late Fred Schreiber, whom he first met at the Fort Monroe Workshop. One was the educator and philosopher who gave eloquent expression to the social aspirations of American deaf citizens. One was the politician and pragmatist who engineered the NAD's transition from a struggling, fly-by-night operation to an effective consumer organization. Each man concurred with the 1956 reorganization which was based on a federation of state associations. Each shared a sense of mission when Fred was elected secretary-treasurer at the Washington convention in 1964, when the NAD home office was moved to the District of Columbia in 1965, and when Fred was appointed as the first full-time executive secretary at the San Francisco convention in 1966.

Several regional conferences and national symposiums, such as those sponsored by the Council of Organizations Serving the Deaf, were designed to identify current social issues relating to deafness. A byproduct of the Fort Monroe Workshop earlier in the decade, COSD constituted an effort to build coalitions for eventual political action. By no small coincidence, Merv was elected COSD president in 1966 and served as executive director during the period of 1967-70. At the time Fred was preoccupied with establishing the organizational strength of the NAD. A symbolic event was the purchase of Halex House in 1971 and its dedication as the home office in 1973. Along with an increased budget, expanded programs, and Fred's entrepre-



Merv with the architect of the Great Society, the late President Lyndon B. Johnson, during a bill signing ceremony at the White House in 1968.



(Left) A moment of relaxation with world deaf leaders in Paris during the autumn of 1981. Left to right: Dragoljub Vukotic, immediate past president of the World Federation of the Deaf; Yerker Andersson, current WFD president; Andre Saint-Antonin, executive secretary of the French Federation of the Deaf; and Merv. (Right) An enthusiastic leader even as a Gallaudet College undergraduate, Merv (left) joins the celebration of a World Series triumph in October 1945.

neurial spirit, the permanent home office provided the NAD with a large measure of political visibility and legitimacy.

In retrospect, the independence and social progress achieved by deaf Americans in the 1970's had its roots in the civil rights movement of the 1960's. Certain provisions of the Rehabilitation Act of 1973, particularly Sections 503 and 504, have been cited as the proverbial bill of rights for disabled minorities in this country. In the spring of 1977 when the Carter administration's implementation of these provisions was still in doubt, the NAD was an active participant during sit-in demonstrations at the Central Office and regional offices of the Department of Health, Education, and Welfare. Although the demonstrations were successful in obtaining tacit approval of new regulations, the office of Civil Rights and other Federal agencies have never adopted a coherent strategy of enforcement.

The enactment of Public Law 94-142, the Education of All Handicapped Children Act of 1975, represented a Pandora's box of concerns for educa-

tion of the deaf. While special schools for the deaf had the expertise and resources to manage the variables of deafness, the concept of the least restrictive alternative was based on a wide range of disparate physical disabilities. As a respected educator with a liberal approach to the communication and social needs of deaf children, Merv recognized early the inherent dangers of wholesale mainstreaming. During the twilight struggle for the hearts and minds of parents, politicians, and educators, a striking example of his resolve was the lucid testimony he presented when the Michigan School was threatened with closing in the late 1970's. Subsequently published as "The Deaf Child and the Unwritten Curriculum" in the May 1977 issue of *The Deaf American*, Merv states in defense of the deaf child's rights:

Finally, I am deeply concerned that out of the maze of jurisdictional concerns, operational and organizational logistics, statutes and special education codes, questionable approaches to economics and other dimensions of the Pandora's box,

somehow the deaf child has become lost. We have all forest and no trees. The child is dehumanized into a statistic, a piece of movable data. Should mainstreaming continue to be an end in itself, and should the residential school be eliminated as a desirable option for the normal deaf children of each State, I fear that legal and moral laws will be violated, but more than this, I fear that somewhere, somehow, in this country little deaf children will be educationally, vocationally, and emotionally mutilated. This must not happen.

Educators well versed in the intricacies of P.L. 94-142 comprehend the controversy it has generated for a decade. Since the inception of mainstreaming as a bone of contention, the issue has conveyed a sense of urgency which will be apparent at the Baltimore convention. In recent years, the NAD has become concerned about the closing of the Mt. Airy School in Philadelphia and the declining enrollments in residential schools across the country. It reflects a dismal, capricious trend in the profession. As special assistant to the president of



An American family celebrates Christmas Day in 1983. Front row, left to right: Carol, Kelsi Jo, and Shelley. Back row: Merv, Kyrie, Kaja, and Randy.



An audience with Pope Paul VI at the Vatican in 1969. Identifiable are, left to right: the late Francisco Rubino, Italy; the late Dr. Fred Schreiber; Dr. Dragoljub Vukotic, Yugoslavia; Merv; the late Pope; Dr. Cesare Magarotto and his daughters, Italy; Dr. Edna Levine; and the late Vittorio Ierella, Italy, the founder of the World Federation of the Deaf in 1946.

Gallaudet College, Merv developed that institution's position against a generalized learning environment: "... the proximity of handicapped children to nonhandicapped children should not and was not intended to be the sole criterion for determining the placement of school children; in other words, the Congress did not intend mainstreaming to be a goal in itself."

Public awareness of various disabled groups had increased during the 1970's, but this improved atmosphere did not altogether erode resistance to the civil rights of deaf Americans. A sense of euphoria ensued when the NAD proposed new political solutions for intractable educational and social problems. Subsequently, the NAD Legal Defense Fund supported class action litigation in law enforcement, mental health, employment, higher education, mainstreaming, and related areas. Significantly, the two cases to reach the U.S. Supreme Court, specifically *South-eastern Community College v. Davis* (1979) and *Hendrick Hudson School District v. Rowley* (1982), did not achieve the anticipated degree of legal redress. Basically, the tendency of the U.S. Congress to incorporate high ideals in flawed legislation resulted in

political conflict, token enforcement, and legal wheel-spinning.

A dark omen occurred with the death of Fred Schreiber in September 1979, a passing that was felt throughout the United States and the world. It constituted a deep personal loss for Merv in particular and for deaf Americans in general because Fred had invested a great reservoir of devotion and intensity in their cause. At the time Merv was attending a conference of Gallaudet College's central administration in Fredericksburg, Virginia. President Merrill had been called to the telephone and then announced the sad event to the assembled administrators who stood for a moment of silent tribute. Merv recalls his reaction as one of deep shock, inasmuch as the two political associates had shared so many triumphs and tribulations over the years. The NAD had become the beneficiary of Fred's legacy of innovative leadership.

Merv's background of political activism with the NAD and the COSD has been noteworthy, but a career as an educator combined with his own deaf experience to mold his perspec-

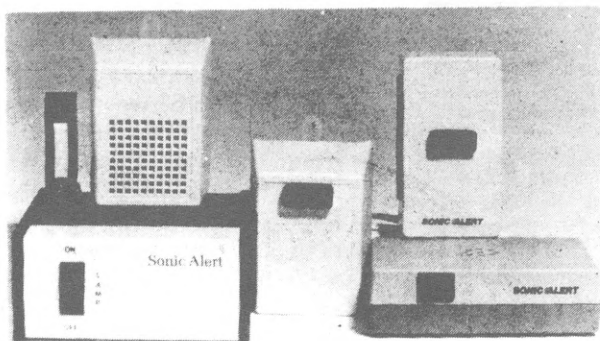
The organizing committee for the XIX World Congress of the World Federation of the Deaf assembled at Palermo, Sicily, in February 1983. Left to right: Dr. Vittorio Bruno, head of the Sicilian rehabilitative services agency; Dr. St. Montaldo, a deaf physician from Sicily; Dr. Dragoljub Vukotic, immediate past president of the WFD; Dr. Mervin D. Garretson, Gallaudet College; Furio Bonora, president of the Italian NAD; Felix-Jesus Pinedo Peydro, president of the Spanish NAD; Dr. Cesare Magarotto, WFD secretary-general; the president of the Veronese Association of the Deaf, Verona, Italy; Dr. Edward C. Merrill, Gallaudet College; Dr. Renato Pogliacampo, Italian deaf poet and author; and Rev. Edward Kilb of Switzerland.



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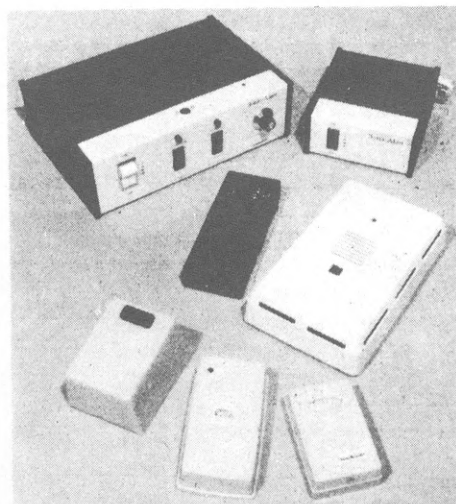


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tive of deafness. In the last quarter of this century, American educators of the deaf remain spellbound by the lengthy shadow of the International Congress at Liman in 1880. Perhaps the War of Methods does not rage as fiercely as in earlier decades, yet the reality of deafness illustrates a timeless quality, particularly with respect to the paramount issue of communication. As an educator who appreciates the historical antecedents of an ancient controversy, Merv comprehends the wide gulf between theoretical rhetoric and practical reality. Nevertheless, the dilemma of upholding credible standards in universal education will not simply fade away.

America's current passion for an egalitarian society does not embrace elitist educational institutions. Gallaudet College, for instance, serves as a beacon for the hearing-impaired while striving for academic excellence. In the nineteenth century when higher education was a privilege reserved for a selected minority in the United States, Dr. Edward Miner Gallaudet recognized the long-term consequences of the Milan Congress and affirmed his faith in the intellectual capabilities of deaf Americans. Four decades beyond Dr. Gallaudet's death in 1917, Dr. William Stokoe was engaged in linguistic studies of American Sign Language and pioneered the concept of a distinct language with its own unique structure and syntax. In time, Stokoe's studies provided the sign language with a respectability it had never known, but the linguistic school's challenge to the primacy of the English language became entangled in controversy.

With the rapid expansion of educational opportunities in the 1960's, the majority of educators were unprepared for the demotion of English to the status of a second language. By contrast, the emergence of Total Communication as a prescriptive philosophy hardly ran against the popular grain. In this context, criticism of an institutionalized sign language would be similar to throwing water on the Great Wall of China. In 1968, the NAD's Communicative Skills Program was established to promote the new gospel. A source of concern has been the generic quality of communication at all levels of deaf education, but the absence of intellectual rigor in educational institutions is currently a national disgrace. Traditionalists

contend that the aims of American education are best served by proficiency in English rather than through the bilingual approach, regardless of whether the situation involved Spanish, German, French, or the sign language itself.

When the XVI International Congress on Education of the Deaf convened in Hamburg, West Germany, in August 1980, the Milan legacy had existed for a century. Whereas Dr. Gallaudet had symbolized the resistance of the sign language minority in the pure-oral atmosphere of the Milan Congress, Gallaudet College was represented by a sizable delegation during the proceedings at Hamburg. Although Merv had contemplated Milan as a historical footnote, he was prepared for an encounter with partisan diehards in the native country of Samuel Heincke, the patron saint of the German oral method in the eighteenth century. On the contrary, however, the German organizing committee set the tone by encouraging an exchange of constructive dialogue among the approximately 1,500 educators, psychologists, linguists, parents, and deaf professionals in attendance.

Another generation may evaluate the Hamburg Congress as a historical point of departure, but Merv's contribution was consistent with his celebrated status as the deaf man's advocate. During an academic discourse in which he defined deafness as "the reality from within" and described a bilingual and bicultural society without geographical



With a longtime friend and political associate, the late Fred Schreiber, Merv participated in a 1969 conference of the United Nations Task Force on Deafness in Rome.

boundaries, he emphasized the need for relevant research from the perspective of the deaf person and his communication barrier. Merv expressed his belief that, along with such time-honored issues as paternalism and discrimination, the language and speech chauvinism of the majority culture had prevailed because the scope of previous research was based on the pure-oral fixation in educational philosophy. At the conclusion of the Congress, a recommendation in support of flexible communication for all deaf children was adopted by the assembly.

Within the continental United States, however, several generations of NAD leadership have failed to emulate the success of the Gallaudet delegation at

As the honored recipient of a Doctor of Laws (LL.D.) degree at Gallaudet College's 110th Commencement in 1974, Merv is shown with President Merrill and Dr. Robert Frisina.



Hamburg. When Merv ascended to the office of NAD president at the Houston convention in 1976, a salient issue has been the composition of the Council on Education of the Deaf. While the CED consisted of the Alexander Graham Bell Association of the Deaf, the Convention of American Instructors of the Deaf, and the Conference of Executives of American Schools for the Deaf, the nation's major deaf consumer organization did not have representation on this influential policymaking body. Accordingly, the Houston convention had passed a resolution to seek NAD membership on the CED, but the AGB Association later exercised its veto power to deny the application of a traditional foe.

Several decades before the oral-manual controversy reached its zenith in the 1930's, the conditions developed in which perpetual conflict would exist between the NAD and the old Volta Bureau founded by Alexander Graham Bell. In 1976, one objective of Merv's term as NAD president had been to establish an atmosphere of detente with the AGB Association and to encourage an exchange of professional dialogue in the area of deafness and communication. But the AGB Association's rejection of the NAD's bid for affiliation with the CED had rendered the prospect dead in the water, although

Merv and Fred Schreiber left the door open for a meaningful resolution of the issue, even proposing an entirely new CED composed of the CAID, the CEASD, and the NAD. In fact, the AGB Association's action did not surprise Merv who recalls when the NAD intercepted a telegram sent by George Fellendorf, the former AGB Association director, which had urged the National Broadcasting Company (NBC) to refrain from televising sign performances of the National Theatre of the Deaf.

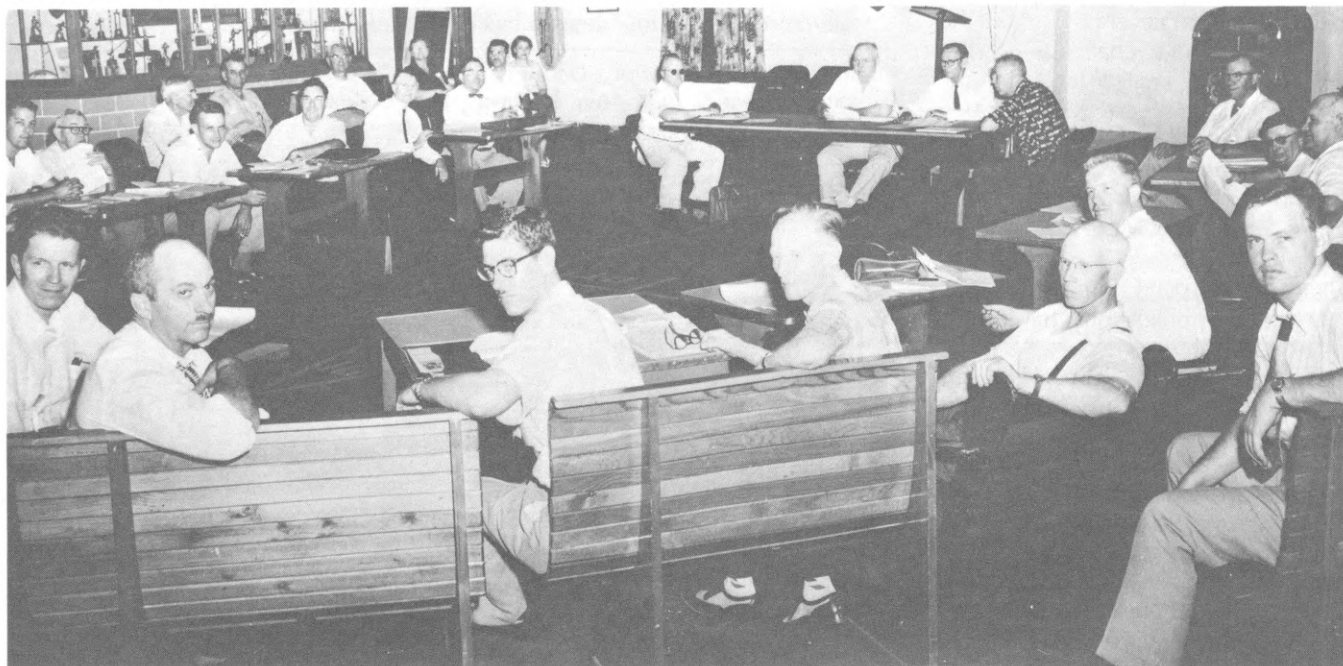
By the standards of educational achievement, cultural independence, and self-determination, deaf Americans represent role models for the world. The oppressive shadow of Milan had cast an enduring spell over Great Britain, Europe, the Far East, Africa, and South America, but its paternalistic overtones had a less severe impact in the United States. In 1967, Merv and Fred were the U.S. delegates to the V World Congress of the World Federation of the Deaf at Warsaw, Poland, and observed a pervasive degree of paternalism toward the deaf leadership of various countries. In 1971, the two associates journeyed to Paris for the VI World Congress and perceived that the situation had not changed markedly since Warsaw. Gallaudet College under the new leadership of Dr. Mer-

rill became involved with the Pedagogy Commission of which Merv served as president until 1980. In addition, the Paris Congress adopted a Declaration of the Rights of the Deaf.

In 1975, the fortunes of the WFD entered a new phase when the VII World Congress was held in Washington, D.C., the citadel of American democracy and the free world. It was reflected in an appropriate theme for the occasion: "Full Citizenship For All Deaf People." The NAD's successful management of the event and the active participation of deaf citizens had created a profound impression upon the WFD delegates and visitors from several nations. Subsequently, the VIII World Congress at Varna, Bulgaria, in 1979, and the IX World Congress at Palermo, Sicily, in 1983, were marked by the increased visibility of deaf participants and by a reduction in deference to hearing professionals. Since the Warsaw Congress in 1967, Merv has detected progress in the democratization of the WFD's governing board and in the direct involvement of national associations of the deaf. Although political and ideological differences remain in place, an excellent spirit of cooperation has prevailed in recent years.

On the basis of a lengthy career as a deaf educator and statesman, Merv

Merv (front, left of center) as a participant in the Fulton Conference that reorganized the NAD into a federation of state associations in 1956. It was at Fulton, Missouri, that he made his initial contacts with prominent deaf leaders, one result being a lifelong friendship with Gordon Allen of Minnesota.



can draw upon a wealth of anecdotes. One interesting story concerns the success of Fred Schreiber in coping with adversity in a Communist country. When the NAD delegation arrived in Warsaw for the World Congress in 1967, the travel agent had absconded with the funds and left the American tourists stranded in Poland. But Fred calmly assessed the situation and reassured the panic-stricken group. While the U.S. delegation attended the proceedings of the Warsaw Congress and toured the historic city itself, he

proceeded to raise new funds by trading precious American dollars for Polish currency at black market rates of exchange. Later Fred took it upon himself to protect the fruits of his ingenuity by rescuing the group from the attentions of Polish professional women.

A native of Clearmont, Wyoming, Merv was born with normal hearing on July 25, 1923, one of 11 children raised by a stern and strict patriarch who operated a cattle ranch and a general merchandise store. The Garretson family was only marginally affected by the Great Depression. As a consequence of spinal meningitis at the age of five, he experienced the onset of deafness and enrolled at the Colorado School in Colorado Springs. During the decade of the 1930's, Merv observed firsthand the nuances of the oral-manual conflict but did not learn sign language until the age of 11. A favorite pastime occurred during occasional visits to the nearby, off-campus home of George W. Veditz, usually on Saturdays to cut the grass or to perform other household chores. Veditz was a past NAD president with a reputation as a martyr on behalf of the sign language. Ironically, the two friends seldom discussed the NAD but

had a preference for literature and current events.

After Veditz' death in 1937, Merv attended his funeral and continued a friendship with his widow, Mrs. Bessie Veditz, who taught at the Colorado School for several years. When Merv matriculated at Gallaudet College in the autumn of 1942, Mrs. Veditz had entrusted her late husband's papers to his care. Since Veditz himself had had little patience with milquetoasts in defense of the sign language, Merv did not lack for an inspiration. During the wartime atmosphere on Kendall Green, he constantly upset the Normal Class with his treatises against pure oralism and ruffled the feathers of the faculty with his petitions against the demerit system and campus regulations. As a Gallaudet undergraduate, Merv also served as editor of the literary issue of *The Buff and Blue*, as editor of *The Tower Clock*, and as Grand Rajah of the Kappa Gamma Fraternity.

At Gallaudet College's 83rd Commencement in 1947, Merv was awarded a B.A. (with honors) based on a major in Education of the Deaf and a minor in English. His career began as a classroom instructor at the Maryland School for the Deaf in Frederick (1947-49) before transferring to a similar position at the Montana School for the Deaf and the Blind in Great Falls (1949-50). In 1950, he was promoted to principal of the deaf department at the Montana School. In 1955, Merv realized two milestones when he earned a M.A. (with Phi Kappa Phi honors) in English at the University of Wyoming and married Carol J. Haull, an attractive teacher at the Montana School. Afterwards, a virtual kaleidoscope of events ensued, specifically the Fulton Conference in 1956, the St. Louis convention in 1957, the Fort Monroe Workshop in 1961, and the associate professorship at Gallaudet College in 1962. Then the story becomes familiar.

In summation, Merv Garretson's vision of a utopian society remains an elusive dream for the deaf citizens of the world. But it may suffice that his example of leadership has been in the best traditions of Booth, McGregor, Hodgson, Fox, Howard, and Veditz. Historians may recognize Merv's contributions as a testimony to the frontier spirit of generations of deaf Americans.



Two past NAD presidents, Gertrude Galloway and Merv, led the Washington, D.C. demonstration against the Columbia Broadcasting System in September 1983.

While serving as special assistant to the president of Gallaudet College, Merv shared the period of transition with Dr. Merrill and Dr. Johns in September 1983.



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THE WAR OF THE LANGUAGES: COMPARISONS BETWEEN LANGUAGE WARS OF JEWISH AND DEAF COMMUNITIES

by Neil Glickman

Deaf people are accomplishing something of extreme importance today. They are redefining deafness. They are rejecting the old "clinical-pathological model" and replacing it with the "cultural model". They are rejecting the view that deafness is a disability, and insisting instead that deaf people are a community which is culturally distinct.

At the heart of this change in viewpoint has been new understanding about American Sign Language (ASL). After William Stokoe revealed the structure of ASL vocabulary, it became apparent that ASL is a language. Other insights followed. People began to understand that the Deaf Community is a minority language group with its own culture. Probably the most interesting and important topic being discussed in the Deaf World today is Deaf Culture: what it is and what it isn't, how deaf and hearing people differ culturally.

But in all the struggles over sign language—whether it is or isn't a language; whether it should or shouldn't be used in the classroom; and now, what kind of sign should be used in the classroom—an essential point is often lost. As important as the fight for sign language has been to the Deaf Community, something more fundamental has always been at stake. In its language wars, the Deaf Community, like other minority communities such as the Jews, have used language as a way to fight for something bigger.

When hearing educators of deaf

children forbade the use of sign language, it was not sign language, per se, to which they objected. Behind their objection to sign language was their fear that, if permitted to sign, deaf children would become culturally deaf. Their real objection was to the Deaf Community. Educators felt that the existence of the Deaf Community was an embarrassment and proof that they had failed at their job of integrating deaf children into the hearing world. For the past 100 years, education of the deaf has had the central purpose of making deaf children speak, lipread, and use their residual hearing; in short, to identify with, and resemble, hearing people. Deaf children who became culturally deaf were thought to have failed and to have been lost to the Deaf world.

Although one can find this viewpoint throughout the literature of deaf education, it is most obvious in the oral school. The chief exponent of American oralism, Alexander Graham Bell, not only denounced the use of signs in the classroom, but also fought for a law forbidding deaf people from marrying each other. He believed passionately that deaf people should be forced to associate with hearing people. Otherwise the Deaf Community would grow, and create what he saw as a defective variety of the human race.

Only slightly less extreme was the position taken in 1972 by Dr. Leo Connor, past president of the Alexander Graham Bell Association of the Deaf,

who was the keynote speaker at its 1972 Convention. In his speech, Dr. Connor repeatedly belittled the Deaf Community, suggesting in a manner worthy of Bell that its members were defective human beings. The most interesting part of Dr. Connor's speech was his willingness to state explicitly that the real issue in deaf education is not teaching methodology (manual verses oral) but identity and community. The purpose of deaf education, he said, is to give deaf children the identity of hearing children and to insure that they do not affiliate with the Deaf Community.

Whether the deaf child grows up to be deaf or can live his life with a hearing loss is really what the education of deaf children is all about. It is why there is so much heat and seriousness about this question of teaching methodology. We are not debating a method for classrooms; we are deciding as an administration or an educator or as parents whether a handicapped child shall be a member of a deaf subculture of a hearing impaired person whose philosophy and life objectives are as wide as those of the rest of the human race.²

Dr. Connor's bias, as evident here, is the bias of someone from a dominant group analyzing the culture of a minority. Dr. Connor believes that the horizons of culturally deaf people are more limited than those of hearing people and of hearing-impaired people who identify with hearing people. He

does not see how having a strong deaf identity can be an asset for a deaf person, how it can enable a deaf person to function successfully with hearing people. Instead, he sees a deaf identity as, essentially, a personality flaw. Deaf people, he suggests, are themselves too biased to define their own identity.

*If physicians are asked not to treat their own family because of close emotional ties, mental health experts know even more how biased can be the perspective of a handicapped person who tries to define his own social identity.*³

It would be difficult to find a more perfect example of the paternalistic idea that hearing people know what is best for deaf people. Hearing people are objective and broad-minded. Deaf people are biased and narrow-minded. Deaf people need hearing people to tell them which kind of identity is the healthier one.

While this bias against the Deaf Community is obvious in the literature

defending oralism, one has to probe deeper to find the same bias among the defenders of Total Communication. Despite the bitter opposition between these two schools of thought, the interesting question is not how oralism and Total Communication differ, but how they are the same. Beyond the question of whether or not deaf children should be allowed to sign, the two approaches share a fear of exposing deaf children to the Deaf Community and deaf cultural values. Both approaches share a bias against American Sign Language, though one has to look beneath the surface of Total Communication rhetoric to find it. Both approaches share the belief that the most successful product of deaf education is the person most able to integrate fully into the hearing world.

How can this be? Total Communication, generally defined as a philosophy that encourages flexibility in communication methods, proports to utilize every possible means of transmitting

and receiving information: speech, sign, lipreading, hearing aids, gesture and writing.⁴ ASL is often said to be included. Even the National Association of the Deaf (NAD), which would certainly never take an anti-deaf stance, supports Total Communication. So how can it be that Total Communication is really more similar to oralism than different from it, that Total Communication, as a philosophy, represents a hearing point of view?

The answer lies in the fact there is no such thing, per se, as sign language. A school may say, "We permit sign language in the classroom," but an informed person asks, "What kind of sign language?" A school may say, "We use sign and speech at the same time. That way the deaf child receives the message in at least two modes." But an informed person responds, "If you speak and sign, you are not using ASL. In fact, you may not even be using English."⁵ The simultaneous use of speech and sign, which is the standard

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practice in Total Communication schools, appears good. It appears "total." But it does so only when one doesn't understand how different good speaking is from good signing, how different English is from ASL. While Total Communication schools may, especially at the high school level, permit an occasional ASL utterance, the practice of speaking and signing simultaneously, and the use of some kind of signing code that resembles English, insures that ASL will not be utilized in any systematic way. Though one can argue that in Total Communication schools even English is presented poorly, the attempt is certainly to communicate in English and to do so all of the time. While ASL may, at best, be tolerated when coming from the students, it is never used as the formal language of instruction. There is virtually no attempt to present an affirmative, or deaf, view of deafness. Other writers have commented on this.

Let us be clear that total communica-

tion as a system may still have the same psychological effects on the child. If a child with little residual hearing is forced to use headphones constantly and to speak whenever he used sign language and to communicate simultaneously at all times, he is still learning the superiority of speech and English. He sees that people can use English without signing and talk without signing and this seems to be superior to what he must do with his amplification and signs. On the other hand, why is it not permissible and superior to sign without speaking and to do so without amplification? Total Communication may still reinforce the same attitudes inculcated by oralism.⁶

Unfortunately, the acceptance of manual communication in the classroom has not been accompanied by a change in the content or form of instruction. Manual communication has simply been added to the repertoire of teaching skills. It is viewed as a method of teaching rather than as a language.⁷

If Total Communication shares the oral bias against the Deaf Community and Deaf Culture, why have so many deaf people and responsible organizations like the NAD defended it? The answer is partially that deaf people also differ on the degree to which they feel that an affirmative deaf view of deafness should be presented to deaf children. For some deaf people, this is going too far. More importantly, from a historical point of view, it has been easier to combat oralism from a Total Communication rather than a bicultural approach precisely because Total Communication does not challenge the fundamental assumptions of oralism. Both approaches value speech over sign, listening over seeing, English over ASL, hearing over deaf identities. Neither approach attempts to make deaf children bicultural.

But Total Communication, by successfully getting signing into the classroom, has changed the nature of the debate. People, by and large, no

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longer ask, "Should signing be used?" They now ask the more profound question, "What kind of signing should be used?" Whereas 10 years ago, Total Communication was the "hot" topic in deaf education, the focus is now on Deaf Culture: Deaf people are asking who are we as a community? How is our language important to our identity? How do we differ, culturally, from the hearing majority?

The Deaf Community has not been the only community to struggle to control their own lives and define their own identity by defending their language. As people in the Deaf Community increasingly understand themselves to be a minority group, they increasingly see connections between their own struggles and those of other minority groups. They begin to understand that what is at stake in deaf education, and in the education of the children of any minority group is, more than language, the perpetuation of the community's identity and values into the new generation. I'd like to develop this point by comparing the situation in deaf education with the ferocious battle that occurred in one part of the Jewish community over language policy. I will focus on one short period in Jewish history, on the language struggles that occurred in Palestine (the territory controlled before World War I by the Turks, and afterwards by the British, and which is roughly modern day Israel) between 1880 and 1915. The culmination of this struggle has gone down in history as "The War of the Languages."

Jews today have a homeland in Israel, where the national language is Hebrew. Yet one hundred years ago, when the idea of Jewish settlement in Palestine was just beginning to take hold, Hebrew was barely spoken anywhere. The base majority of world Jewry lived in Eastern Europe and Russia and spoke Yiddish as their first language. Jews in other parts of the world spoke the language of their particular area (for instance, French, German, English or Arabic) sometimes alongside a particularly Jewish language like Yiddish or Ladino. Hebrew had been the everyday spoken language of the Israelite and Judean people for more than 1300 years, but it ceased to be a dominant spoken language about 200 A.D.⁸ Throughout the Middle Ages and into the modern era, some Jews

used Hebrew as a written language. Two sacred books, the Bible and the Mishna, were written in Hebrew, and prayer and study of these books continued to take place in Hebrew. There was some Hebrew literature. Hebrew was used to write science and philosophy. Sometimes when Jews from different areas got together they would speak Hebrew because they didn't know each other's first language.⁹ But Hebrew had not been used as a spoken language of a Jewish community for more than 1800 years. When the idea came about to revive Hebrew as a spoken language, many people thought it was impossible.

In 1879, a young Jewish man named Eliezer Ben Yehuda published an article with a title translated as "A Serious Question". In this article Yehuda stated that the future of the Jewish people depended on their immigration to Palestine. He said that if the Jews in Palestine were to cement into a nation, they would have to revive Hebrew as their spoken language.

*... for if we want our people to survive, if we want our children to remain Hebrews, we must train them in the Hebrew language . . . We must make our sons and daughters forget the corrupt foreign dialects which tear us to shreds and undermine our unity as a people, thus rendering us an object of scorn among the nations.*¹⁰

Ben Yehuda and his family moved to Palestine in 1881 to lead the struggle for the revival of Hebrew. Though their task was very difficult, they had several things going for them. Many of the young settlers in Palestine were escaping from terrible persecution in Eastern Europe and Russia. In the early 1880's, a succession of popular uprisings against Jews, called pogroms, resulted in the murder of hundreds of Jews. A new Czar, Alexander III, came to power in Russia, and established brutally anti-Jewish policies.¹¹ The previous Czar, Alexander II, had been relatively tolerant of Jews. In the period prior to the 1880's, Jews throughout Europe and Russia had come to imagine that they would be accepted without social or political discrimination into the non-Jewish world. But as a new wave of anti-semitism and persecution of Jews swept Europe and Russia, Jews increasingly gave up the

hope of fitting in. They realized they had to build and defend their own culture and nation.

The Jews who fled from Russia to Palestine wanted no reminders of their former torments. "These immigrants arrived in a state of revulsion against all things Russian, and wanted to build a new life as unlike as possible to what they had known previously. They were only too happy to follow the call of Ben Yehuda to speak the old-new national language."¹² Not only were many of these settlers open to Ben Yehuda's idea, they realized that Hebrew had practical uses because it was the only language which the different groups of settlers shared. In the same way that deaf people from different countries communicate with each other using gesture, the settlers from different colonies used the best tool at their disposal for communication.¹³ Their challenge now was to expand their use of spoken Hebrew, and to adopt it as the official language of their community.

Yehuda used seven strategies to achieve his goal of reviving spoken Hebrew.¹⁴ 1.) He set an example in his own home by insisting that his family use only Hebrew. 2.) He published articles throughout the world stressing the importance of the revival of Jewish nationalism and calling on the disenfranchised, nationally-minded Jewish youth of Europe and Russia to emigrate to Palestine. 3.) He established several Hebrew-speaking societies in Palestine. 4.) He fought for the use of Hebrew in the schools. 5.) He published a Hebrew language newspaper. 6.) He wrote a dictionary of ancient and modern Hebrew. 7.) He established a language council which had the function of adding new words to the language and fixing a standard pronunciation. Of all these steps, the most important and controversial was that of implementing the Hebrew language in the schools. One need only imagine the response of most educators today if the Deaf Community demanded that ASL be the language of instruction in deaf schools to get a picture of the kind of opposition such an idea created.

Given the opposition of hearing educators, and of some deaf people, to the use of ASL in deaf schools, it is interesting to note some objections to using Hebrew in the schools of Palestine. Opponents pointed out that

there were no textbooks written in Hebrew, and that Hebrew lacked vocabulary for modern concepts like "newspaper," "dictionary," "street," "pavement," "railway," "train" and "screwdriver."¹⁵ They noted that there were not many teachers who knew Hebrew well enough to teach with it. They said that Hebrew had been dead too long, that it was preposterous to imagine that an entire community would adopt an ancient written language for everyday conversation.¹⁶ The more religious settlers argued that use of the sacred Hebrew language for common talk was a sin.

Some of these arguments—lack of vocabulary, textbooks and trained teachers, the impossibility of the endeavor—are also used to justify not using ASL in the classroom. People note that there is now no generally accepted way of writing ASL, and therefore there is no written literature in ASL.

While this is true, the fact that deaf people use one language (ASL) for everyday communication, and another language (English) to read and write, does not make them exceptional. Indeed the idea that a people must write and speak (or sign) the same language is relatively new. This idea arose during the 18th and 19th centuries, when the different areas of Europe were forming into nations.¹⁷ Throughout most of recorded European history, it was common and natural for those people who read and wrote to do so in a language different from that which they spoke. When, for instance, in the early part of the 14th Century, the great Italian poet Dante wrote his *Divine Comedy* in Italian rather than Latin he was fighting the accepted idea that any serious writing had to be in Latin, even if the spoken language of the writer was French or Italian.¹⁸ Throughout the Jewish History, Jews wrote in Hebrew

without speaking it.¹⁹ The basic argument, that ASL is too limited to use in an academic setting, was also used to justify excluding Hebrew from the schools of Palestine. Yet given the opportunity, Hebrew quickly developed to meet the new demands made upon it.

More importantly, the arguments against the use of ASL in the schools, like those against the use of Hebrew in the schools of Palestine, are really a smokescreen behind which the true issues lie. The real issue is always, "Who controls the schools? Do we, as a people, have the right and the power to use our schools to pass down our culture and identity to our children?" This issue is perhaps less problematic with the Jewish than the Deaf population because all Jewish children normally get their Jewish identity from their parents. Deaf children of hearing parents also receive their religious identity from their parents, but their identity as deaf people contradicts with their parents identity as hearing people. Which identity, deaf or hearing, should deaf schools encourage? This has always been what the sign language controversy is all about.


Many of the early Jewish colonies in Palestine were supported by the French Jewish philanthropist, Baron de Rothschild. Other settler groups were supported by the English-speaking Anglo-Jewish Association. Each group had representatives in Palestine who pushed French or English culture as a way of strengthening their own control. These groups realized that if Hebrew became the everyday language in and out of school, this would threaten their own power over the colonies.²⁰ Of course, the settlers realized this also, and they defended the use of Hebrew precisely as a means to lessen English and French control. When some of the early settlers saw their children being taught in French, they understood the threat this posed to their dream of reviving Jewish culture in Palestine. Between 1887 and 1900, a series of revolts broke out against Baron de Rothschild and his agents, with the result that the Baron was forced to give up his authority. French influence in the colonies then declined very quickly.²¹

But as the role of French in the colonies dwindled, the role of German ex-

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panded. In 1901 an important Jewish philanthropic group, the Hilfsverein der deutschen Juden, was founded in Berlin with the goal of countering the French interest with that of German language and culture. The Hilfsverein schools, which by 1910 numbered 30, were at first more sympathetic to the use of Hebrew than had been the French schools. In most of the Hilfsverein schools, Hebrew and German were used side by side. But in the years before World War I, Germany became more interested in controlling Palestine. The German representatives of the Hilfsverein found themselves in conflict with a new wave of Jewish immigrants who were even more determined to live independent of foreign control. The inevitable clash between the two groups occurred in 1913. The Hilfsverein had just completed the building of a Jewish technical school, the Tekhnion. This school, the first of

its kind in Palestine, was extremely important because it would be the center of advanced study, possibly for generations, and would set the tone for all Jewish education in Palestine.

If the German language was to be predominant in the one and only Jewish institute for advanced professionals studies in the spiritual center, then the prospects of Hebrew as the language of the Jews in Eretz Israel and as a unifying bond among the Jews of the world were dim indeed. The elementary and intermediate schools in the Yishuv would take the cue from the highest educational institution and would deem it necessary to stress, likewise, "this most cultural language." (i.e., German)²²

The question of what would be the major language of instruction in the Tekhnion was raised. The Hilfsverein wanted German. The settlers wanted

Hebrew. When the word got out that the governing board of the Tekhnion had decided that German would be the language of instruction for everything but purely Jewish subjects, the "War of the Languages" began.²³

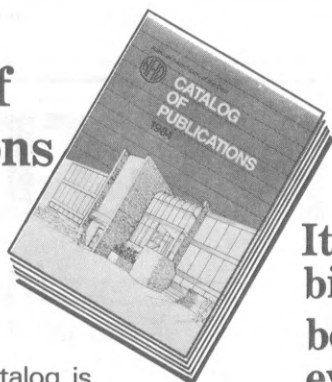
The first reaction to this decision was that the students in the Hilfsverein Commercial High School and Hilfsverein Teachers Seminary sent a petition with 85 signatures to the Regional Director of the Hilfsverein demanding that Hebrew be selected as the language of instruction for all subjects, in all schools, at all levels, with German taught only as a foreign language. The regional director ignored the petition, so the students, as they had threatened, walked out of their classes.

The teachers' union then joined the battle and called on all the country's workers and institutions, and the Jewish public at large, to join in protest. Several protest meetings were held to plan further action. They began planning the construction of an alternative high school where Hebrew would be used. They also called on all the teachers at all the Hilfsverein schools to begin teaching in Hebrew. They promised that if any teacher was fired for using Hebrew, they would organize a general strike of teachers.

This activity mobilized protest movements throughout the area, and all the major institutions of the Jewish settlements showed their support for the teachers' union. A massive strike fund was established, and people from all classes in the population contributed. Throughout the country, teachers and students walked out of their classes and set up alternative Hebrew speaking classes. Whereas the battle was first directed at the Tekhnion, public sentiment turned against the dominance of any foreign language or culture in any school in Palestine.

The response of the Representative Director of the Hilfsverein in Jerusalem was first to ignore the protests but later to enter the schools with the German Consul-General and several policemen, and to forcefully expell the dissenting teachers from the school. When the students saw this, they showed their support for their teachers by walking out of the school and holding classes across the street. More and more teachers and students in more and more schools joined the protest. Even-

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tually, the founders of the Hilsfverein were forced to resign. It was agreed that when the Tekhnion opened its doors, Hebrew would be used to teach mathematics and physics. They realized that Hebrew did have a limited vocabulary, but agreed that Hebrew would be used to teach other subjects as its vocabulary developed. Teachers who did not know Hebrew were given four years to learn it. Hebrew would be the only language of instruction in the Tekhnion high school, and German would be taught as a foreign language.

Hebrew won the War of the Languages, which is to say that the settlers won against their German-Jewish "benefactors". Beyond the language issue, this was really a war about the independence of the settlements. As the Jewish settlements banded together in defense of Hebrew, they both clarified their identity as a people and took a giant step toward establishing their own homeland. At one time, just before World War I, when Germany was seeking domination throughout

Palestine, the Jewish settlers realized that if they were to be independent and control their own lives, they had to have their own language used in their own schools. They succeeded against amazing obstacles, including the obstacle that the language they chose was not one which most of them knew fluently.

In 1916, 40 percent of the total Jewish population in Palestine declared Hebrew to be their first or daily language.²⁴ But of this number, the vast majority were children. There arose in Palestine the odd linguistic situation where the children's first language differed from that of their parents and where the children were often called upon to teach their parents the mother tongue of the country.²⁵

The parallel with the Deaf Community in America is striking. Here too the children often come to have a different first language than their parents and may, where the parents are willing, be called upon to teach their own first language to their parents. Jewish

children in Palestine at the time of these events, like deaf children growing up in American deaf schools, may have received more of their culture from their peers than from their parents. This situation is in fact likely whenever the children of immigrant people grow up with a national identity different from that of their parents. Even if most deaf children do not have deaf parents, their situation is not very different from that of the children in other ethnic communities at those times when there have been major identity conflicts between parents and children.

I don't want to overstate this parallel. There are limits to the similarities between the Jews of that era and deaf people in modern America. Hebrew at that time had a written form but was not used much in daily conversation, whereas ASL is used best in everyday conversation and does not yet have an accepted written form. Some settlers objected to the use of Hebrew in everyday speech for religious reasons.

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From this analogy, one can imagine a time when a sizeable portion of the students at Gallaudet College band together to demand an expanded role for ASL in the classrooms of the campus. If this happens, one can expect to hear many of the same objections that

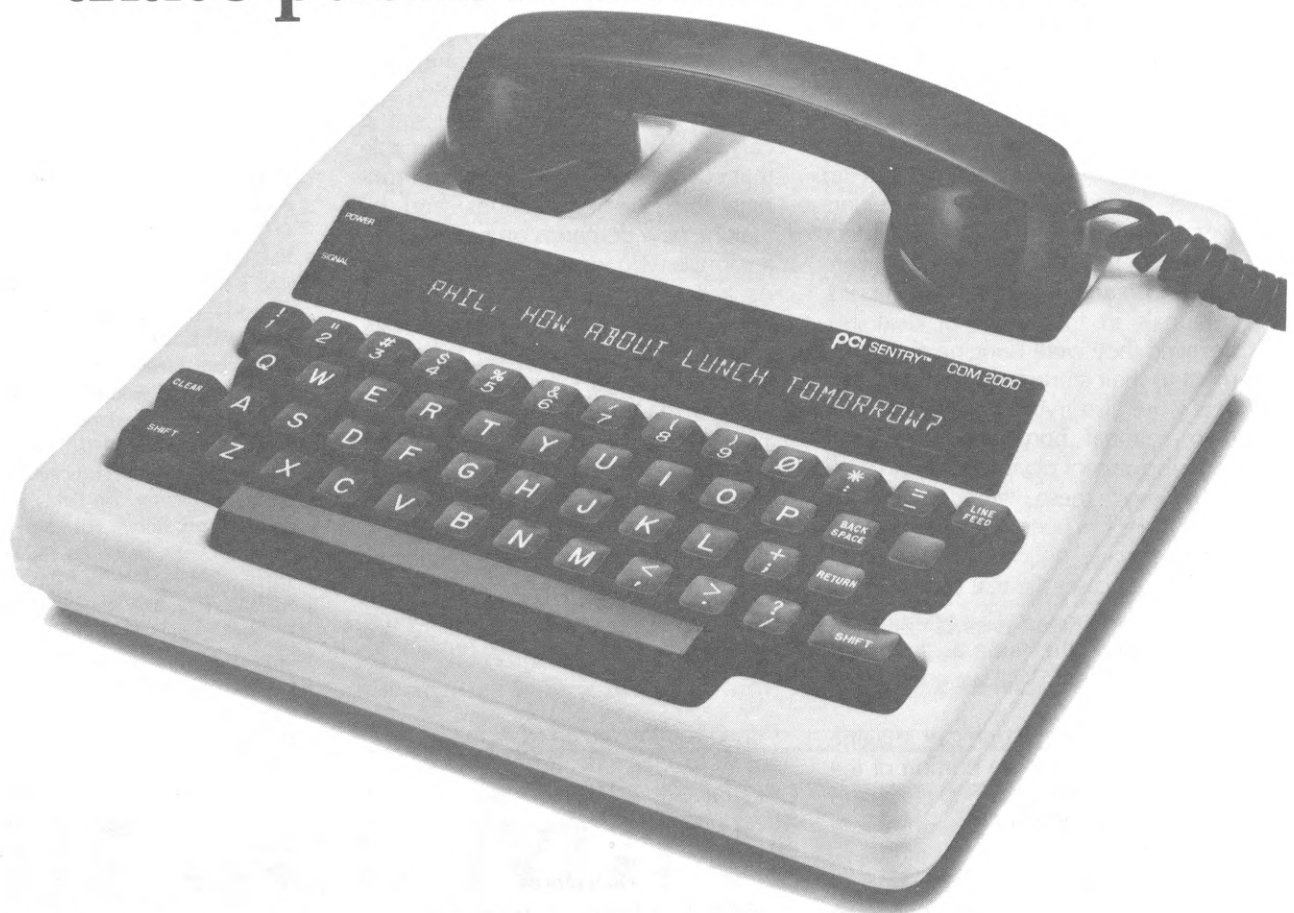
(Mr. Glickman has an M.A. in Counseling from Gallaudet College, and is a Rehabilitation Counselor working with deaf people in Massachusetts.)

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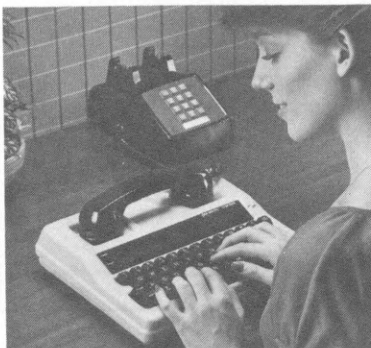
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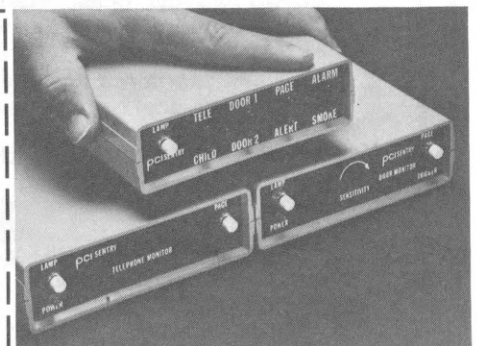
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GEORGIA GRABS SPOTLIGHT IN 1983-84 DEAF PREP BASKETBALL

Willie Brown and his Georgia School for the Deaf basketball team put together a mean defense with hot shooting to whip Eastern North Carolina by 37 points, Mississippi by 26 points, and Florida by 20 points in the eleven-team Mason-Dixon Schools for the Deaf Tournament, the 32nd edition held at Baton Rouge, Louisiana.

California School for the Deaf at Fremont used its height advantage (every starter over 6'1") to overpower all of its opponents in the eight-team tourney, having disposed of Phoenix by 34 points, Idaho by 33 points and Washington by 26 points to capture its second straight championship in the Western States Classic (formerly California Classic) at Salem, Oregon.

Indiana School for the Deaf trounced Minnesota by 53 points, Wisconsin by 22 points and Illinois by 13 points to take its sixth title in the 30th annual Central States Schools for the Deaf Tournament at Olathe, Kansas.

These three schools, by the way were the outstanding deaf prep boys quintets of the 1983-84 campaign.

The Georgia Tigers placed their names in the history book of the M-D meet as they became the first team to win three straight championships—and Coach Zeke McDaniel's contingent added its fifth title in the dozen years it has been competing. McDaniel now is the tournament's all-time winningest coach. He also has coached GSD championship teams in 1976, 1978, 1982 and 1983, the only coach in M-D history to claim five titles and one of five to win back-to-back crowns. He's directed the Tigers in 12 tournaments, during which time they have posted a 30-8. Besides the five titles, GSD has made three other championship game appearances, placed third once and took home the consolation (fifth place) title twice.

The Cave Spring-based School had 13 seniors and one junior on the team this year, including 6'8" Willie Lewis Brown who was a skilled athlete, a conscientious student, and an ex-

emplary role-model for younger players. The school had every reason to be proud of Willie, especially for his outstanding contribution to the GSD basketball program and his incomparable performances through the years. He became the 15th player in the country to go over the 2,000 point mark in a deaf prep career as he reached this magic number in the semifinal game of the M-D meet against Mississippi. He garnered 2,156 points in 92 games for a per game average of 23.4 during his four years as a varsity starter. He also collected 1,348 career rebounds per game. For the third year in a row, he was named Most Valuable Player in the Mason-Dixon cagefest, also a new record, and was the only player who was four-time All Mason-Dixon player. He finally made the first five All-State Class A team. Last year he was second team All-Starter. As a sophomore in the 1982 M-D tournament, he set a record for scoring in three games with 94 points. This year, in the 32nd annual M-D show, he broke his own mark with 99 points in three games. Last year he hit 92 points. In all nine M-D games the last three years he had a total of 285 points, averaging 30.6 a game. He's been contacted by St. Mary's College of California, Hofstra, Middle Georgia and Georgia College. St. Mary's is the only one to offer him a scholarship so far. Hofstra also is very interested, and Brown is leaning toward Hofstra because it has a special program for hearing impaired students. Willie, who calls Macon, Georgia, home, looks forward to a continuing basketball career as he enters college this fall.

"All season the double team on Willie didn't bother me much," said McDaniel. "When we couldn't get the ball to Willie inside, Tommy Green and others could hit their shots." The Tigers were a very experienced team. They could do many things to get out of trouble when the opponents tried to do something.

This season Georgia finished 18-5,

best among M-D deaf prep schools. McDaniel now has a 172-107 record with the Tigers, despite playing several Class AAA and Class AA powerhouses. And in his 12-year stint, McDaniel had only two losing seasons. His Tigers



Georgia School for the Deaf's Most Famous Individuals—Ezekiel ("Zeke") McDaniel and Willie Brown, National Deaf Prep Coach of the Year and Player of the Year respectively.

missed making their fifth trip to the State Class A playoffs as they were eliminated in the Regional finals by just two points, by their rival Bowdon High School, 46-48. Bowdon finished fourth in the State meet.

Other Mason-Dixon schools having winning seasons were Florida (12-10), Mississippi (14-10) and Alabama (17-10). Incidentally, they placed 2nd, 3rd and 4th respectively in the Baton Rouge M-D tournament. Below are results of the 32nd M-D meet:

**Mississippi 61, No. Carolina 51
Kentucky 70, Tennessee 53
Eastern N.C. 89, So. Carolina 67
Florida 68, Louisiana 62
Mississippi 61, Virginia 41
Alabama 64, Kentucky 47
Georgia 87, Eastern N.C. 50**

**Louisiana 67, Tennessee 53
So. Carolina 81, Kentucky 63
Virginia 64, No. Carolina 56
Florida 67, Alabama 53
Georgia 78, Mississippi 52**

Eastern N.C. 63, Louisiana 59 (OT)
So. Carolina 51, Virginia 46

So. Carolina 76, Eastern N.C. 71
(5th place)
Mississippi 78, Alabama 55
(3rd place)
Georgia 57, Florida 37
(championship)

The CSD-Fremont team was truly a family affair. Not only were brothers Rodney and Charles Pedersen two of the team's top players, but their uncle was the new coach. The elder Pedersen, who himself was a standout athlete at CSD and Gallaudet College in the 1960s, and also a medalist in track at the World Games for the Deaf in 1965 and 1969, said his nephews and five other returning lettermen helped make up one of the best Eagle teams in years. With a very balanced scoring/rebounding team, Fremont posted a fine 16-9 slate, 7-7 in the Bay Area

Conference. The four teams in the league that finished above CSDF had very good records, such as College Prep (13-1, 25-3 on the year), Emery (11-3, 18-4), Mt. Tamaplias (11-3, 21-8), and Marin Academy (8-6, 18-7).

The Eagles won the Western Classic without a sweat, and a reserve-dominated lineup played a lot in this tourney. They finished third in the Redwood tourney which they lost to College Prep in overtime (in the semifinal), 45-42. And they made the BAC playoffs for the second time in 12 years. After eliminating Upland, 66-48, and Urban, 65-55, the Ken Pedersen boys lost a hard fought third game to College Prep, 69-56. College Prep, by the way, was eliminated in the Regional meet by Cloverdale who went on to take the State Class A crown by beating Pasadena Poly, and finished the season as the unbeaten team.

Ron Pedersen was the key to the

team's success. The 6'1" point guard sophomore was one of the top scorers in Southern Alameda County with 15.4 average. "He can do anything he wants to," Pedersen said of his nephew. "He can shoot outside, inside, rebound, dribble, steal, assist, everything." In addition to his lofty scoring average, Rod shot 52 percent from the floor and 66 percent from the line. He led his team in steals (59) and in assists (146, an average of 5.8 a game). He was one of four returning starters for the Eagles and one of two sophomores in this year's starting unit.

Big man in the middle was 6'6" junior center Lance Fabela, who averaged 14.8 points and 8.0 rebounds. He shot 60 percent from the field and 57 percent from the line. He set the school record for blocked shots (73), and was one of the most talented big men ever to play at CSD since the immortal Don Lyons. He was a very fluid athlete with good quickness and shooting skills.

Norman Edwards, a 6'3" sophomore, was the best defensive player and second rebounder (7.9 average) on the team. Rounding out the starting unit was a pair of seniors 6'1" Kenny Thigpen and burly 6'3" Tim Siaki, both contributed heavily to a strong offense, which scored more than 65 points in each of its 25 games. The bench was strong, with Charles Pedersen and others who had several double-figure scoring games to their credit.

CSD-Fremont was the only team in the Far West having a winning season. Results of the Western Classic:

Fremont 67, Phoenix 33
Idaho 71, Arizona 39
Washington 90, Utah 34
Riverside 54, Oregon 53 (2 OT)

Phoenix 60, Arizona 36
Oregon 85, Utah 19
Fremont 72, Idaho 39
Washington 59, Riverside 55

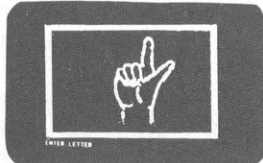
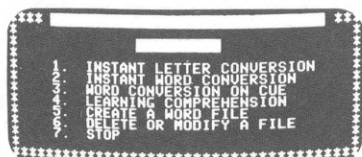
Arizona 80, Utah 56 (7th place)
Oregon 50, Phoenix 37 (4th place)
Riverside 54, Idaho 52 (3rd place)
Fremont 56, Washington 30
(championship)

As a part of the CSSD victory celebration, Coach Bob Kovatch put a well-sharpened razor to his face. "I

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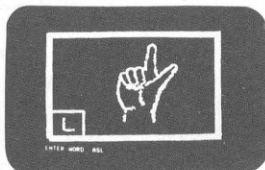
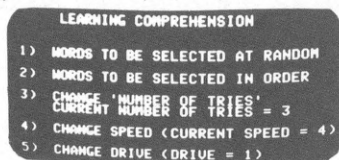
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made a promise four years ago to a team of ours that went 2-18 that I would shave my beard if we won the Central States Tournament." After the Orioles stopped old nemesis Illinois in the championship game, 57-44, Kovatch had to make good on his promise. In a late-night victory celebration, off went the beard of nine years. Kovatch said the victory over Illinois was particularly pleasing to the seniors because they remembered losing a heartbreaker in the tournament finals two years ago at Delavan, Wisconsin. An Indiana buzzer buck was disallowed, giving Illinois the win. And last year the Orioles were upset by Wisconsin in the semifinals of the CSSD meet. The ISD roster included 10 seniors. Three of them—center Daric Brye, guard Mike Stultz and forward Scott Voltz—were named to the all-tournament team.

Indiana ended another fine season, a 17-5 effort. That's the best record since the Indianapolis-based school joined the IHSAA in 1940. And that capped the school's most successful era in history, with two preceding campaigns of 15-7 and 15-8 (after 2-18 and 10-11 seasons). This year's team also had the best record, 7-1, in the Metropolitan Independent Schools Conference and rolled to a school record 13-game winning streak. This streak was ended when a mediocre but very determined Kentucky Deaf five of Coach Clyde Mohan recorded the biggest upset of the year, a 1-point 69-68 win over Indiana at Indianapolis in front of about 1,000 fans in the Caskey Activity Building.

Kovatch has been the head coach for five years. Watching his teams play, even against a physically superior opponent, one can easily tell that Bob knows his Xs and Os. The ISD kids are, first and foremost, well-coached. But this particular group has taken Kovatch's teachings and reached beyond. Pure and simple, they play with a lot of heart. "What they've done has pulled the school together and given the boys a sense of pride," said Kovatch. "When I came here, they didn't think they could beat a hearing team, only other deaf teams. But it's not like that anymore."

Kovatch did his student teaching at ISD after graduating from Ball State in 1971 with a degree in history and social science. He minored in deaf

education. Of the schools he visited to see about student teaching, he found that ISD appealed to him the most: the administration, the students, the educational process, and the sign language. He liked and was fascinated by the deaf school. After five years as an assistant coach, during which time he picked up his masters degree from Ball State in deaf education, Kovatch took over the Oriole basketball program with the able assistance of David Catt, who had been all-sports star for the Orioles in the mid-70s, and was a Gallaudet College graduate. "David is a great right-hand man," Kovatch said. "He's a great role model for the kids. He speaks very intelligibly, too. All the referees could tell you that."

Two Oriole players—Mike Stultz and Daric Brye—were truly exceptional, good enough to play for a number of hearing teams despite their deafness. Brye was a stout 6'3", 190-pound lad who played aggressively and with innate ability. In roundball slang, he'd be known as a banger. He averaged 15.8 points and led the whole city/county in rebounding with an average of 11.3 caroms per game. He also blocked 72 shots as a two-year varsity player at ISD.

Stultz was a thin, 6'1", 150-pounder who performed with enthusiasm and flair. He played varsity ball for four years, finishing as ISD's second leading all-time scorer (he had 1,034 total points in 87 games) and first or second in rebounds, steals (148 in four years), assists (303 in four years) and about a dozen other categories. He led the Oriole scoring with a 18.7 average this year.

Stultz also was an outstanding student, having made the honorable mention Indiana Basketball Coaches Association Academic All State Team. A player with those credentials could easily find a spot on a small college team but, because of his handicap, his choices are limited. To the best of anyone's memory, no ISD athlete ever has been recruited and/or has played at a hearing college. That might change. DePauw Coach Mike Steele has expressed an interest in Stultz and scouted the youngster. Still, all concerned realize the difficulties involved. "It would be rough for him to be the only deaf kid on a hearing campus," Kovatch said. "Academically Mike is smart enough. He lip reads well and

speaks well enough to be understood. He could be an asset to any team as long as it's a small college. But there are many facets of college life that would be so lonely—like a close friend, or somebody to just rap with." Right now, it appears Mike will attend Gallaudet. However, there's a possibility that something could be worked out. Indiana Deaf has a running back Andy Metz, whom DePauw football coach Nick Mourouzis thinks could play for the Tigers. Stultz and Metz just happen to be best friends and roommates. They played football together—Stultz was a quarterback. It's a long shot that both could attend DePauw. And once there, life, indeed, would be difficult. At the same time, any ISD athlete already has beaten some pretty long odds. It would be nice if they make it. But, if not, they will still have enough memories to last a lifetime.

Illinois, runnerup in the CSSD tourney, finished another winning campaign, a 13-11 slate, for Coach Mike Moore, who just resigned after twenty years as head basketball mentor at ISD. He had a 217-253 record with the Tigers, including 73-17 mark against 15 different deaf prep schools. In the last ten years, however, Moore compiled a fine 155-92 record, including a remarkable 56-3 record against deaf prep schools, and eight CSSD tourney titles as well as nine winning seasons. He developed several outstanding cagers such as Willie Forest, Bill Curtis, Pedro Medina, Ron Mattson, Mike

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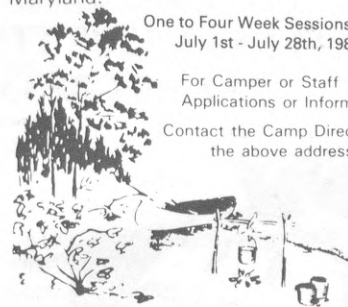
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Aubry, Wayne Barth, Jeff Brown and Kevin Smith. Naturally we will miss Mike Moore as he was one of the finest coaches with whom we had the pleasure of working in our 48 years of sports reporting. He always sent us a truckful of material and stats for us to read about his basketball teams and players.

Oklahoma, third-place finisher in the CSSD tourney, had a .500 season, 9-9. Below are results of 30th CSSD meet:

Illinois 84, Ohio 45
Oklahoma 66, Missouri 51
Indiana 84, Minnesota 31
Wisconsin 56, Kansas 54

Missouri 74, Ohio 25
Kansas 62, Minnesota 41
Illinois 59, Oklahoma 52
Indiana 60, Wisconsin 38

Minnesota 47, Ohio 46 (7th place)
Missouri 56, Kansas 51 (5th place)
Oklahoma 44, Wisconsin 42
(3rd place)
Indiana 57, Illinois 44
(championship)

They say it's hard to beat a good team three times. You can beat them once and come back to defeat them again but on the third time around your chances of getting yet another victory are considerably slimmer than the first two times. The Model Secondary School for the Deaf basketball team proved that to be quite true as the Eagles, who had been beaten twice by Maryland during the regular season (64-57 at Frederick and 70-50 at Washington, D.C.), defeated the Orioles in the semifinals of the 52nd annual Eastern States School for the Deaf Division I basketball tournament at Philadelphia, Pa. The Eagles then went on to take their first championship after 12 tries. This is a real credit to their coach Tim Frelich. A mighty mite at 5-5, Frelich himself was a two-time deaf prep All-American at North Dakota School for the Deaf, and during his varsity career there, he averaged 22.7 points per game as a frosh in 1966, 23.9 as a soph in 1967, 23.7 as a junior in 1968 and 23.8 as a senior in 1969. We did see him play in AAAD games and we consider Frelich to be one of it not the best mighty mite and all around ball handler we have seen in fifty years. He was one of the reasons why his Washington Diplomats

outlasted Chicago 115-103 in three overtimes to win the AAAD title in 1978. A Gallaudet graduate, Frelich was one of nine children, all deaf from birth, and his parents were also deaf. Yes, he is a brother of Phyllis Frelich who won a Tony Award for Broadway's best actress in *Children of A Lesser God*.

This year MSSD had the most balanced and rebounding team seen in 15 years. They had three players averaging 17.2, 15.9 and 15.8 points, and 12.7, 12.2 and 9.8 rebounds per game. The Eagles completed an even season, 14-14. It looked good, but they could have gone 20-8, as they lost 6 games by 1 or 2 points and two of them in overtime. Also they had lost three more games which were not decided until the last one or two minutes. After beating George Mason High School for the first time, the Eagles then won five straight games toward the end of the season including ESDAA tourney, beating a good Maryland team that had a 13-6 campaign and Lexington, who finished the season at 17-7. That's why MSSD finally had the team, again a credit to Coach Tim Frelich.

We are "tooting our own horn" for Bill Byrd; he won his 200th game as Lexington coach, against New Jersey in the ESDAA tourney last February 24th. After his first two years (3-18 and 4-17), he never thought he would see 200 wins!! His total record now is 204-152 after sixteen years.

All the coaches at the ESDAA tournament agreed that Tim Jezerski, John Thomas and Steve Rusconi were the outstanding players and Dave Long made excellent improvement since last year. They all said it was hard to decide which of the first three players should be the MVP. Jezerski was the best center and was one of the better pivots seen in recent years. Thomas, 5'9", of Lexington was unquestionably the premiere point guard and all around ball handler seen in several years. Rusconi, a 5'11" veteran for the American Tigers, culminated in this year's tournament as the best all-around player. He made ASD go. He could shoot, think, play defense, and even rebound when appropriate. He scored 89 points in this tourney, averaging 29.7

American finished at 10-8, while St. Mary's had a 10-10 campaign. 52nd ESDAA results:

Maryland 78, New York 56
Model 92, Pennsylvania 46
Lexington 54, St. Mary's 45
New Jersey 83, American 63

New York 79, Pennsylvania 71
St. Mary's 80, American 64
Model 57, Maryland 45
Lexington 58, New Jersey 55

American 74, Pennsylvania 61
(7th place)
New York 49, St. Mary's 42
(5th place)
Maryland 74, New Jersey 62
(3rd place)
Model 60, Lexington 51
(championship)

Pennsylvania served capably as host of this 52nd ESDAA tournament. Sadly, this was the last meet for the PSD Panthers. PSD, by the way, was the only team in the East having participated in all 52 cagefests. Despite the fact that they placed last for the first time in their last ESDAA tourney, the Panthers compiled the best record with 115 wins and 58 losses. They were champion 9 times, runnerup 12 times and placed third 11 times.

As for ESDAA Division II, it started off with a blizzard in Rochester, N.Y., thus postponing starting the tourney. All teams were there by Thursday and the games began on Friday and continued through to Sunday, March 4, 1984. It turned out to be a great tourney with lots of exciting games. Rochester, the host, upset West Virginia in double overtime, in the semifinal, but lost to Mill Neck also in overtime for the championship. No wonder Mill Neck, under coach Dennis Tobin won; it was the only club among Division II schools having a winning season, a fine 19-5 year.

Results:

Mill Neck 54, Rhode Island 39
West Virginia 75, Maine 37
Rome 75, Scranton 40
Rochester 45, Austin 31

Rhode Island 58, Scranton 39
Maine 48, Austine 39
Mill Neck 51, Rome 40
Rochester 71, West Virginia 67
(2OT)
Austine 57, Scranton 43 (7th place)
Maine 42, Rhode Island 40
(5th place)
West Virginia 52, Rome 34 (3rd place)

Mill Neck 56, Rochester 52 OT (championship)

If there is one word to describe the 1984 Deaf Prep All-American basketball team, it would have to be "awesome." This year's 15-man team is loaded with talent, as it supports nine out of 19 players who have gone over 1,000 points in their careers and plenty of heights for rebounding.

Besides Willie Brown's awesome 4-year career of 2,156 markers, others entered an elite group of 1,000-point scorers in deaf prep basketball history were Ronnie Miller of New Mexico (1,757 digits), Calvin Ingram of New Jersey (1,494), Vincent Jackson of Florida (1,438), Steven Rusconi of American (1,410), Chuck Rubisch of Western Pennsylvania (1,346), Thomas Bullard of Alabama (1,302), Randy Medenwald of North Dakota (1,278 in 4 years, 1,489 in 6 years), Roger Reed of Riverside (1,232), Harry Sherrell of Michigan (1,267), John Gray of West Virginia (1,203), Dave Goselin of Boston (1,162), Greg Rogers of Mill Neck (1,150), Vincent Graham of South Carolina (1,103), John Williams of Boston (1,039), Mike Stultz of Indiana (1,034), Tracy Parham of Virginia (1,027) and Jimmy Eckenrode of Maryland (1,017). Benny Pickins of Mississippi had a career total of more than 1,000 points but no record was kept for him. All of them are seniors except Goselin and Rubisch, who are juniors.

Roger Reed had that career figure in just two seasons. He came to California from Ohio, where he was able to attend a public high school in Columbus, for two years. In fact, when he was a sophomore, Reed averaged 26 points a game for Centennial High in Columbus. The team advanced to the state championship game before losing, 82-81, to finish with a 23-2 record. He also scored at a 26.0 clip this year for Riverside and finished with 572 markers in 22 games. He was also the most valuable player of the Western States Classic in Salem, Ore. In this tournament Reed led in scoring, averaging 30.3 markers, while garnering 91 points.

Steve Rusconi won the nation deaf prep scoring title this year with a 27.1 average. Others averaging more than 19 points this season were Ronnie Miller (26.6), Harry Sherrell (25.8), Willie Brown (25.1) Chuck Rubisch (23.3), Randy Medenwald (22.3), Deon

Harris of Alabama (21.4), Calvin Ingram (20.9), John Gray (20.0), Vincent Graham (20.3), John Thomas of Lexington (19.8), Benny Pickins (19.8), and Vincent Jackson (19.7) and Dick Jacobs of Wisconsin (19.6).

Miller tallied 611 points in the season, tops among deaf prepsters. Others finishing with more than 500 markers were Deon Harris (582), Willie Brown (575), Harry Sherrell (516), and Calvin Ingram (542).

Top rebounders this year were Vincent Graham of South Carolina (17.2 average), Willie Brown of Georgia (17.0), Steve Covington of American (he's a 6'5" sophomore) (15.9), Jeffrey Berry of New Mexico (15.7), John Donaldson of Mill Neck (14.6) and Calvin Ingram of New Jersey (13.9).

For the first time in 21 years there was no New England deaf prep tournament as host school EDUCU backed out and no other school in New England offered to host in its place. Boston School for the Deaf, N.E. champion in 1981, 1982 and 1983, wound up its season at 16-3, an overall of 51-13 the last three years. Of the three losses the Hawks of Coach John Muir had this year, one was by one point in overtime in a semifinal in the Division III state high school basketball plays; the other was a four point loss in the quarterfinals in the Division II state high school playoffs, and the third was a hard fought 77-56 loss to Eastern Division I deaf prep champion MSSD at Washington, D.C. Competing mainly with local high school varsity clubs, the Hawks also defeated three other deaf schools, over Rhode Island twice, 92-69 and 53-48; Maine two times, 93-67 and 81-54, and American 57-53.

The following are results of 2nd annual Texas Ranger Classic:

Louisiana 68, New Mexico 50
Texas 56, Oklahoma 52
Louisiana 58, Oklahoma 42
Texas 58, New Mexico 49
Oklahoma 55, New Mexico 51
 (3rd place)
Louisiana 67, Texas 41
 (championship)

Other deaf prep scores worth noting are as follows:

Maryland 61-66, Virginia 52-53
Maryland 79, West Virginia 54
Virginia 65-50, West Virginia 45-35
American 86-58, Austine 44-36



They Repeat as Deaf Prep All-Americans—They're Jimmy Eckenrode of Maryland (left) and John Gray of West Virginia. Willie Brown of Georgia, Roger Reed of Riverside and Mike Stultz of Indiana were the other deaf prepsters making the first team All-American again.

American 56-75, Rhode Island 48-39
Lexington 61-61-61, Mill Neck 45-48-57
Pennsylvania 60, Scranton 26

Arkansas 70, Oklahoma 44
Missouri 79, Arkansas 72
Illinois 74, Texas 38
Texas 42, Missouri 35

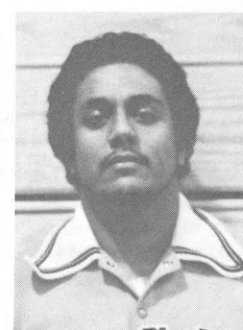
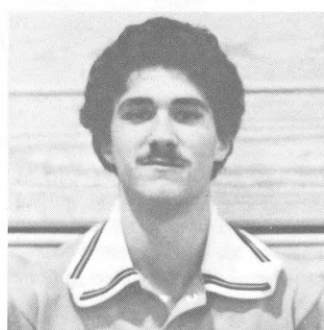
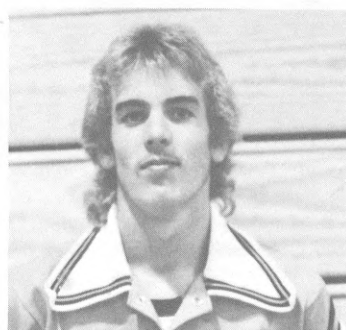
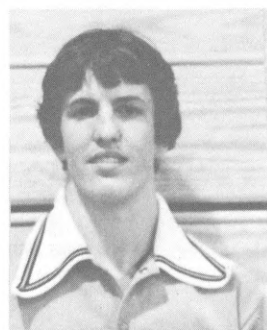
Iowa 60-66, South Dakota 32-29
Iowa 60, Minnesota 41
Iowa 54-72, Nebraska 48-57
Nebraska 56, South Dakota 28
Nebraska 51, Kansas 45
Minnesota 33-46, South Dakota 19-38
Western Pa. 46, Ohio 41
Illinois 71, Western Pa. 50
St. Rita 42, Ohio 29
Ohio 56, St. Rita 52
Ohio 66, Michigan 63
Indiana 77, St. Rita 42
Illinois 63, St. Rita 31
Kentucky 65, St. Rita 44
New Mexico 108, Colorado 47

Player of the Year? He's Willie Lewis Brown naturally. He's by far one of the best high school players in America, as proven by his being named to McDonald's All-American Team. And he's the best deaf prep choice for the '85 World Games for the Deaf at Los Angeles.

Coach of the Year? He's Ezekiel ("Zeke") McDaniel, Jr. He's one of the deaf prep winningest coaches in history.

Team of the Year? It's Georgia School for the Deaf.

Clarke was the other school having a winning season, a 9-3 record. Other schools having a .500 campaign were Oklahoma (9-9), Virginia (11-11) and Michigan (10-10).



Best of the Eagles Team in History

Best of Eagles Quintets in History—The tall Eagles of California School for the Deaf at Fremont retained the Farwest deaf prep crown by winning the Western State Classic (formerly California Classic). The players making up the CSDF squad are from left to right: KNEELING—Coach Ken Pedersen, Robert Tucker, Kevin Hendrix, David Edwards, Alan Davary (manager). BACK ROW—Charles Pedersen, Rod Pedersen, Tim Siaki, Lance Fabela, Norman Edwards, Kenny Thigpen and Tony Cordero. All of them except Tucker and Hendrix are six footers. The close views of the top CSDF players are, left to right: 6'3" Norman Edwards, 6'1" Ron Pederson, 6'6" Lance Fabela and 6'3" Tim Siaki.

THE DEAF AMERICAN 35th DEAF PREP ALL-AMERICAN SQUAD

Name and School	Height	Weight	Class	Coach
Daric Brye, Indiana	6'3"	190	Sr.	Robert Kovatch
Benny Pickins, Mississippi	6'2"	175	Sr.	Sam Williamson
Ronnie Miller, New Mexico	6'2"	160	Sr.	Lou Volpintesta
John Gray, West Virginia	6'2"	195	Sr.	Stanley Mals
Jimmy Eckenrode, Maryland	6'2"	160	Sr.	Dean Buck
Willie Brown, Georgia	6'8"	175	Sr.	Ezekiel McDaniel
Lance Fabela, Fremont	6'6"	175	Jr.	Ken Pedersen
Jim Jezerski, Model	6'5"	195	Sr.	Tim Frelich
Calvin Ingram, New Jersey	6'4"	170	Sr.	Phil Merlino
John Thomas, Lexington	6'9"	150	Jr.	Bill Byrd
Mike Stultz, Indiana	6'1"	150	Sr.	Robert Kovatch
Roger Reed, Riverside	5'10"	160	Sr.	Brad Haskell
Steven Rusconi, American	5'11"	170	Sr.	Kim Valli
Rodney Pedersen, Fremont	6'1"	155	Soph.	Ken Pedersen
Tommy Green, Georgia	5'11"	175	Sr.	Ezekiel McDaniel

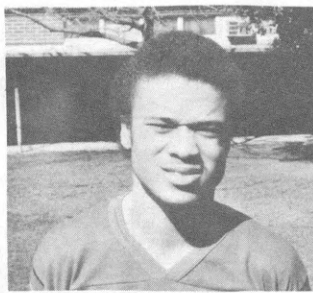
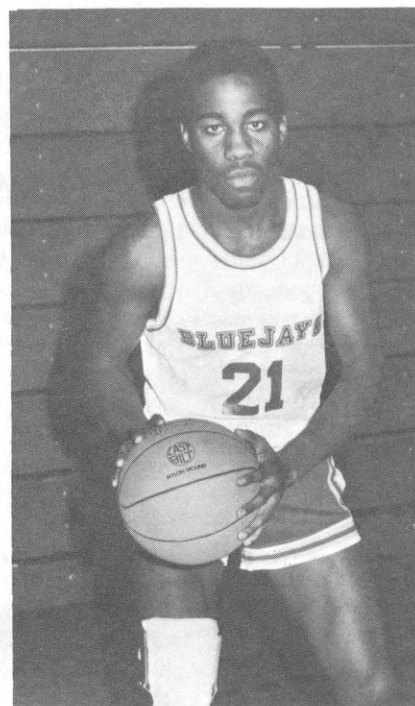
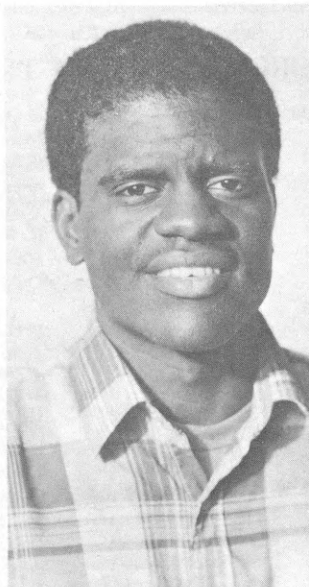
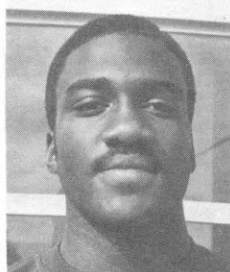
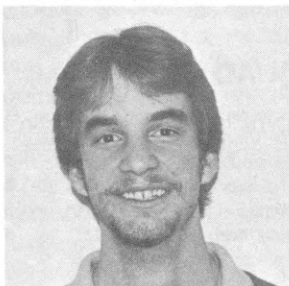
SECOND TEAM: Mike Briggs, 5'8", Jr., Rochester; Dave Long, 6'2", Sr., St. Mary's; Shawn Cooper, 6'2", Jr., Oklahoma; Vincent Graham, 6' Sr., South Carolina; Bruce Visser, 6'3", Sr., Iowa; Norman Edwards, 6'3", Soph., Fremont; Randy Medenwald, 5'9", Sr., North Dakota; Chuck Rubisch, 6'2", Jr., Western Pennsylvania; Harry Sherrell, Sr., Michigan; Richard Jacobs, 5'10", Jr., Wisconsin; Vincent Jackson, 6', Sr., Florida; Keith Williams, 6'1", Sr., Maryland; John Donaldson, 6'2", Sr., Mill Neck; Talmadge Justice, 6', Sr., Oregon, and Eddie Cabello, 6'3", Sr., Illinois.

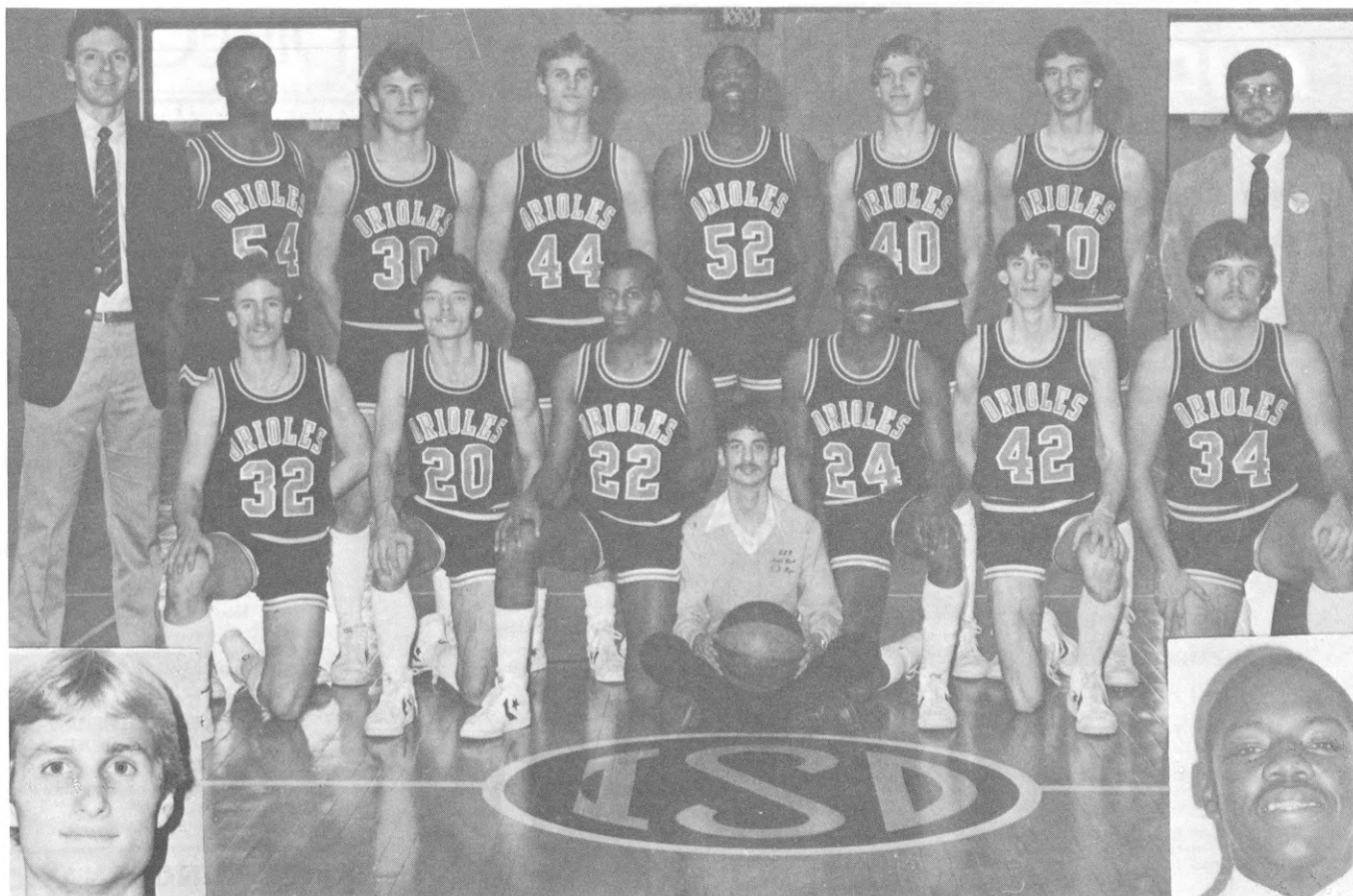
SPECIAL MENTION: Kevin McCarron, 6'4", Sr., New York; Darren McCrimmon, 6'1", Jr., Lexington; Greg Simms, 5'11", Jr., Model; Doyle Workman, 5'10", Sr., West Virginia; Bryan Dalton, 6'1", Sr., Maine; Greg Rogers, 5'11", Sr., Mill Neck; Brian Body, 5'8", Jr., Illinois; Scott Voltz, 6'0", Sr., Indiana; Deon Harris, 5'10", Fr., Alabama; Twayne Thibodeaux, 6'1", Sr., Louisiana; Milton Stanley, 6'2", Sr., Florida; David Stewart, 6', Sr., Eastern North Carolina; Thomas Bullard, 6'1", Sr., Alabama; Robert Roth, 6'2", Fr., Washington; Tim Siaki, 6'3", Sr., Fremont; George Montalbo, 5'3", Sr., Phoenix; Kevin Smith, 6'1", Sr., Maryland; Pat Brooks, 6'2", Sr., Model; David Goselin, 5'10", Jr., Boston; Ed Herrera, 6'1", Sr., Boston; Tracy Perkins, 5'10", Sr., Virginia; Jeffrey Berry, 6'4", Jr., New Mexico.



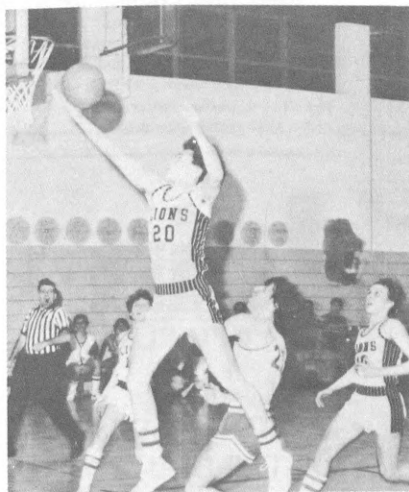
Three Times Mason-Dixon Champions—Georgia School for the Deaf Tigers became the first team ever to win three straight M-D Basketball Tournament championships. Team members (standing from left) are Wilburt Marshall (10), Bernard Scott (41), Charles Paul (5), Fred Stone (23), Willie Sutton (42), Bobby Daniel (25), Larry Hutchinson (40), Willie Brown (44), Milton Anderson (55), Boris Vinson (20), Tommy Green (24), Eddie Carswell (33), Ricky Ingram (13), and Charles Miles (14). Kneeling are Manager Jeff Torpin (left) and Coach Zeke McDaniel. All of these players are seniors except Bernard Scott who is a junior. And all of them were part of three-time M-D titlist.

They Are First Team Deaf Prep All-Americans—Clockwise they are Ronnie Miller of New Mexico, Benny Pickins of Mississippi, Calvin Ingram of New Jersey, John Thomas of Lexington, Roger Reed of Riverside and Steven Rusconi of American. They were among the top scorers of the recent cage season. They all are seniors except Thomas, who is a junior.

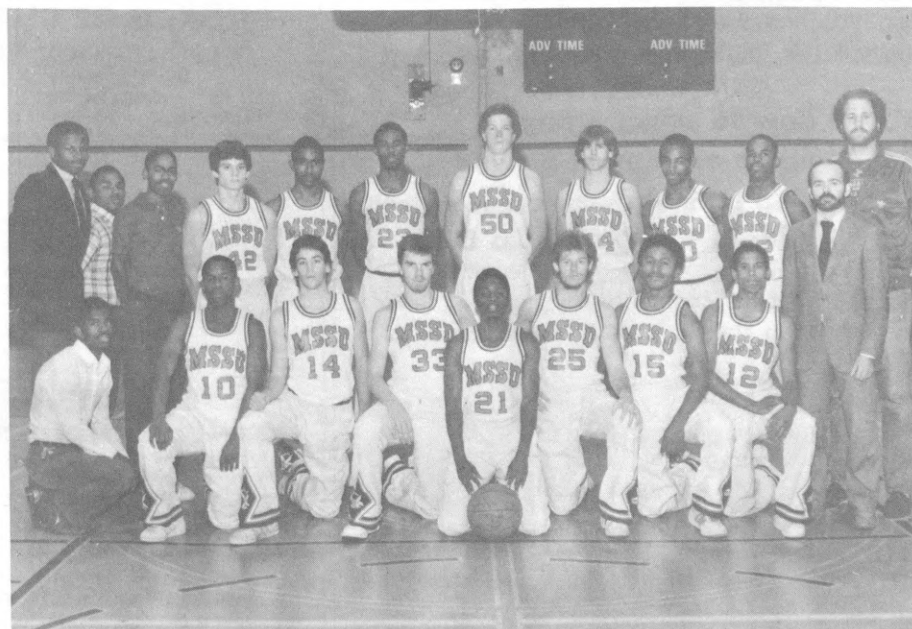




They Finally Dethroned Illinois as CSSD Champion—This was fifth Central States Schools for the Deaf basketball tournament championship for Indiana School for the Deaf Orioles in the history of 30 CSSD meets. Last time the Orioles won was in 1940, the same year they also captured the National Deaf Prep Tourney Title. The members of the 1983-84 Oriole team are identified as follows: Seated—Manager Todd Beck. Kneeling (L to R)—Brian Hartwell (32), James Hinders (20), Mike Penn (22), Vincent Miller (24), Mark Percy (42), and Scott Voltz (34). Standing—Coach Bob Kovatch, Larry Wilkins (54), Rocky Murray (30), Mike Stultz (44), Daric Brye (52), John Hazelett (40), Kelly McKee (50), and Assistant Coach David Catt. Inserts are deaf prep first team All-Americans Mike Stultz (left) and Daric Brye.



Charles (Chuck) Rubisch of Western Pennsylvania, named the Pittsburgh Press Player of the Week on January 13, 1984, is pictured in a game during the season where he scored his 1,000th career point that earned him the Press recognition. A 6-2 junior, Rubisch now has a three-year total of 1,346 points in 58 games for a 23.2 average. This season he hit 512 digits averaging, 23.3.



After 12 Tries the MSSD Eagles Finally Took the Eastern Deaf Prep Tourney Championship. Player No. 50 is All-American Tim Jezerski. He's son of deaf parents. The shortest gent with beard at right is Coach Tim Frelich.

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**FIRST ASSEMBLY OF GOD
FOR THE DEAF**
1175 W. Market Street
Akron, Ohio 44313
(216) 836-5530 voice/TTY
Separate Services
John K. Sedgewell, Pastor

BAPTIST

**FIRST BAPTIST CHURCH
ST. PETERSBURG, FLORIDA**
120 4th St. North
P.O. Box 26
St. Petersburg, Florida
Deaf Ministry includes Worship, Bible Study,
Choir, Fellowship, Parties, Retreats, &
Recreation.
Dr. James F. Graves, Pastor

HAGERMAN BAPTIST CHURCH

1105 Knoll Avenue
Waterloo, Iowa
All Services Interpreted, Sunday School 9:30 a.m.
Church 10:30 a.m. and 6:00 p.m.
Wednesday Prayer Mtg 7:00 p.m.
Phone 232-3120 (Voice or TTY)

CATHOLIC

CATHOLIC OFFICE OF THE DEAF
155 E. Superior Avenue
Chicago, IL 60611
Fr. Joseph H. Mulcrone
Phone (312) 751-8370 Voice or TTY

**INTERNATIONAL CATHOLIC DEAF
ASSOCIATION CANADIAN SEC.**
Holy Name Church
71 Gough Avenue
Toronto, Ontario, Canada M4K3N9
Moderator: Father B. Dwyer

CHURCH OF CHRIST

CENTRAL CHURCH OF CHRIST
145 Fifth Avenue, N.
Nashville, TN
Sunday Bible Study 9:45, Worship 10:45 & 6.
Wednesday 7:30 p.m., Frank Rushing, Deaf Minister
TDD (615) 244-6705. Voice 255-3807
Promoting Christianity among Deaf

GALLAUDET CHURCH OF CHRIST
GALLAUDET COLLEGE
7th & Florida Avenue, N.E.
Washington, D.C. 20002
Sunday Class 10:30 a.m. (HMB 251)
Worship 11:15 a.m., 6:30 p.m.
Minister: Dennis Beavert

EPISCOPAL

EPISCOPAL CONFERENCE OF THE DEAF
For information about the Church nearest
to you, please write to:
The Rev. Arthur R. Steidemann
Executive Secretary of the E.C.D.
429 Somerset Avenue
St. Louis, Missouri 63119

ST. BARNABAS MISSION TO THE DEAF
ST. JOHN'S CHURCH—ST. MARY'S CHAPEL
6701 Wisconsin Avenue
Chevy Chase, Maryland 20015
Services every Sunday 10:00 a.m.
Contact: The Rev. Jay Croft
TTY (301) 434-2390 or 652-1925 (office)

LUTHERAN

OUR SAVIOR LUTHERAN CHURCH-DEAF
6861 E. Nevada
Detroit, MI 48234
Worship your Savior every Sunday
(Lutheran Deaf School Chapter)
Worship 10:30 a.m. (9:00 summer)
Rev. Clark R. Bailly, Pastor
(313) 751-5823 (TDD & Voice)

ROGATE LUTHERAN CHURCH OF THE DEAF

2447 E. Bay Drive
Clearwater, Florida
Services in sign language by the pastors
every Sunday 11:00 a.m., Rev. F. Wagenknecht,
Pastor; Rev. G. Borhart, Asst. Pastor
TTY & Voice 531-2761

ST. MATTHEW'S LUTHERAN CHURCH FOR THE DEAF

510 Parker St. & Ballantine Pky.
Newark, New Jersey 07104
Sundays 10:00 a.m.
Rev. C. Ronald "G" Gerhold, Pastor
TTY 201-485-2261 Vce: 201-485-2260

**ST. MATTHEW LUTHERAN CHURCH
OF THE DEAF**
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Elmhurst, New York 11373
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NON-DENOMINATIONAL

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Rockford, Illinois 61108
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Signed Bible Class at 9:00 a.m.

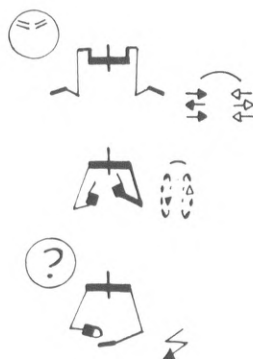
IMMANUEL CHURCH OF THE DEAF

12808 Woodruff Avenue
Downey, California 90242
(In L.A. area) (Interdenominational)
Sunday morning worship 11:30 a.m.
Rev. D. L. Hosteller, Pastor
(213) 358-0038 (TDD/voice)

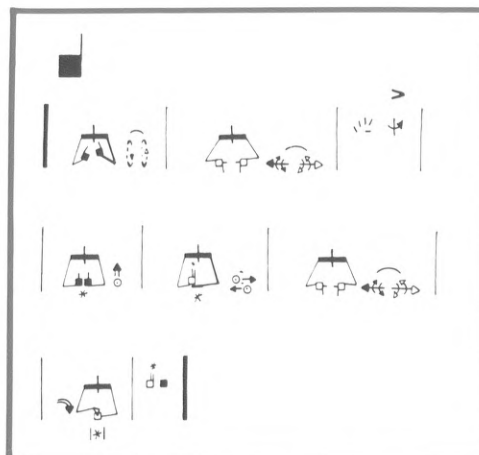
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THE
NATIONAL ASSOCIATION
OF THE DEAF

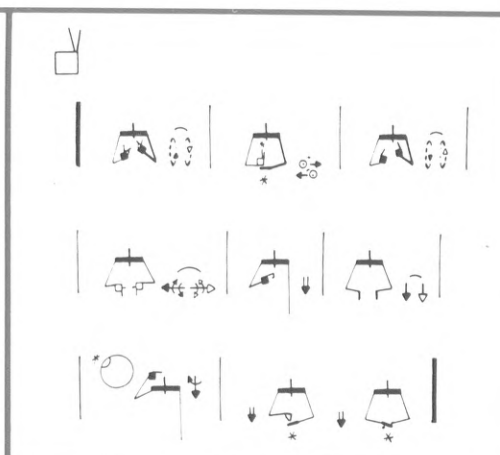
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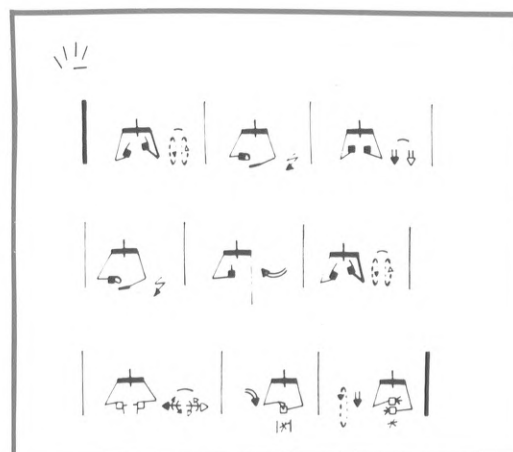
1 Sign language is the fourth most used language in the U.S.



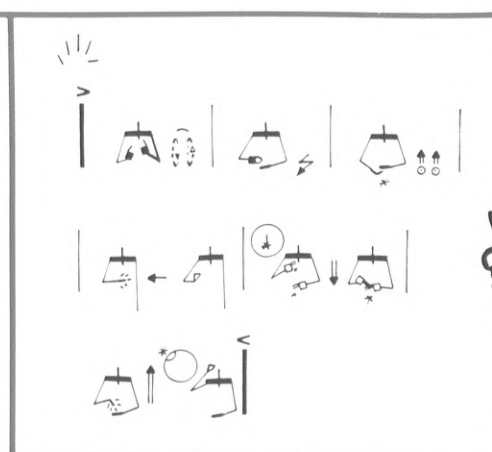
2 People who use sign language need a way to write it down.



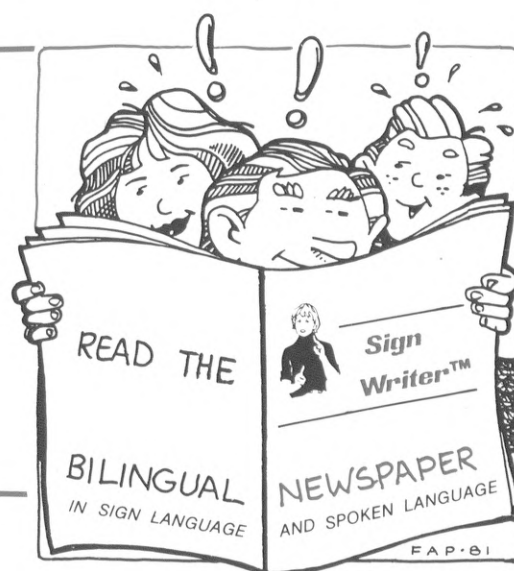
3 Sign Writing® writes the movements of sign language on paper.



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5 Sign Writing® is easy and fun to learn!

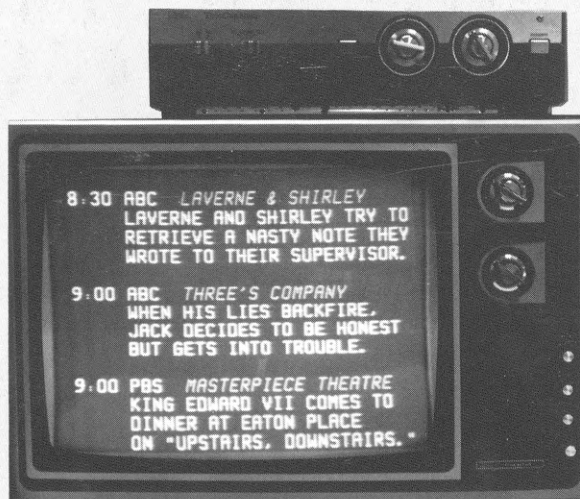


CONTACT: THE CENTER FOR SUTTON MOVEMENT WRITING, P.O. Box 7344, Newport Beach, CA. 92660-0344, USA (714) 644-8342 (Voice/TDD)



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